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ABSTRACT

Described are ways in which schools are including spaces for technologically advanced media centers, auditoriums that can accommodate professional performances, expansive recreation centers, and elaborate and functional common areas and multipurpose rooms. The text opens with a discussion of some of the challenges and opportunities inherent in the community use of school buildings and includes numerous examples of cooperative programs. The planning process is detailed next, along with zoning requirements and the numerous facets surrounding design details. Some of the specific purposes of schools, such as celebrating the arts and recreational facilities, are discussed at length. Descriptions of general purposes follow based on the idea that the school is the heart of the community and should appeal to a broad range of age groups. Appendix 1 contains a community-use design checklist; Appendix 2 provides guidelines and policy statements. Each of the eight chapters feature numerous photographs of model schools. (RJM)

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COMMUNITY USE OF SCHOOLS

FACILITY DESIGN PERSPECTIVES

EF 005 007

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SCHOOLS HAVE ALWAYS BEEN AT THE HEART OF OUR COMMUNITIES. YET TODAY, STUDENTS AND COMMUNITY MEMBERS OF ALL AGES ARE SHARING PRIMARY AND SECONDARY SCHOOL FACILITIES MORE THAN EVER BEFORE. DESIGNED WITH MORE FREQUENT AND VARIED USE IN MIND, CONTEMPORARY SCHOOLS ARE EVOLVING TO ADDRESS THIS CHALLENGE PROGRESSIVELY—OFFERING FLEXIBLE AND ACCESSIBLE SPACE IN WHICH PEOPLE CAN COMFORTABLY LEARN, MEET, PLAY, ENTERTAIN, AND SHARE IN THE ENRICHING EXPERIENCES THAT BRING A COMMUNITY TOGETHER.

FANNING/HOWEY ASSOCIATES, INC. HAS DESIGNED MORE THAN 500 K-12 SCHOOLS THROUGHOUT THE UNITED STATES IN THE LAST FIVE YEARS, INCLUDING MANY EDUCATIONAL FACILITIES PLANNED FOR EXTENSIVE COMMUNITY USE. *COMMUNITY USE OF SCHOOLS: FACILITY DESIGN PERSPECTIVES* REPRESENTS THE FIRM'S EXPERIENCE AND THAT OF ITS CLIENTS IN CREATING SCHOOLS THAT ARE TRULY OPEN TO THEIR COMMUNITIES, AND ARE ALL THE MORE SUCCESSFUL AS A RESULT.

Fanning Howey Associates Inc

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COMMUNITY USE OF SCHOOLS

FACILITY DESIGN PERSPECTIVES

This book is dedicated
to the education professionals
who lead our nation's schools—
in appreciation of their vision and energy
in teaching our children and
serving our communities.

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The development of this book would not have been possible without the support, encouragement, and input of many of Fanning/Howey Associates' clients and friends around the country. During the course of our research, we talked to dozens of school superintendents, assistant superintendents, principals, and other administrators; faculty; parents; and volunteers. We thank them for taking the time to share their experiences with us: what has worked, what hasn't, and how facilities and operations might be improved to address community use more effectively. These individuals spoke openly and candidly with us, and many of their comments are included in this book.

The Focus Groups

In addition to the many interviews conducted during 1995, we sponsored three half-day focus groups to solicit specific commentary and feedback on the community use issue. In each of the sessions, administrators took the opportunity to weigh the positives and the negatives, the best examples of community use and the worst. They debated usage fees; commiserated over scheduling headaches; cautioned each other about "wear and tear"; and then, often, celebrated the advantages and the opportunities of bringing the community into their schools. Each time, we asked "How can architects help?" Each time, we received a long list—much of which is addressed in this book.

We want to thank our focus group participants in particular, for lending their time and the benefit of their experience:

This focus on the community has major design implications for schools. For example, more attention is paid to the types of spaces planned into the building. Institutions are including spaces for technologically advanced media centers, auditoriums that can accommodate professional performances, expansive recreation centers, and elaborate and functional common areas and multipurpose rooms to encourage community use. These types of spaces also require extensive planning for such things as parking-area locations, traffic-flow patterns, accessibility and security. *Community Use of Schools: Facility Design Perspectives* documents many of these examples, as well as the concerns and objectives of school administrators who seek flexible solutions.

The schools planned, designed and built today are much more sophisticated than those of years past. So, too, is a building's applicability and usefulness to the community. Building schools to be more than just classrooms—but also facilities that encourage and accommodate extensive outside use—is another necessary step in the evolution of the schoolhouse as the jewel of the community.

– Joe Agron, Editor, *American School & University* magazine

7A

Novi, Michigan; June 22, 1995

Dr. Thomas J. Beltramo
Superintendent of Schools
Hamtramck Public Schools, Michigan

Dr. James J. Bird
Superintendent of Schools
Avondale Schools, Michigan

Dr. Betty J. Davis
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Pontiac School District, Michigan

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Dr. Rita Traynor
Assistant Superintendent, Instruction
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Marsha Wells
Associate Superintendent, Instruction
Charlotte Public Schools, Michigan

Lafayette, Indiana; June 29, 1995

Dr. Charles D. Leonard
Superintendent of Schools
Hamilton Southeastern Schools, Indiana

Susan L. Mann
Principal, Meridian Middle School
Buffalo Grove, Illinois

Dr. C. Douglas Parks
Superintendent of Schools
Aptakisic-Tripp Community Consolidated School District No. 102, Illinois

Dr. R. Stephen Tegarden
Superintendent of Schools
Carmel Clay Schools, Indiana

Dr. Frederic C. Vorlop
Superintendent of Schools
Barrington Community Unit School District No. 220, Illinois

Dublin, Ohio; June 30, 1995

Richard A. Ball
Director of Instruction
Pickerington Local School District, Ohio

Dr. John P. Fink
Coordinator of Assessments, Program Evaluation, and Student Services
Dublin City Schools, Ohio

Gary W. Meier
Superintendent of Schools
Springboro Community City School District, Ohio

Vernon R. Noggle
Former Superintendent of Schools
Canal Winchester Local School District, Ohio

Charles M. Rhyan
Superintendent of Schools
Anna Local School District, Ohio

Finally, we want to thank all of our clients and friends, including those whose projects appear on the following pages.

Community Use of Schools

The schoolhouse has gone through many changes since its inception as a one-room, one-teacher building. But one thing has remained constant—it is still, and will probably always be, the flagship of most communities.

This community tie to its schools is even more evident today, as buildings are being designed and constructed to encourage greater community use. Today's education facilities are having to accommodate more than just traditional students and programs—schools often must provide access for night and weekend use; pre-kindergarten, daycare and adult programs; as well as serve as centers for cultural and recreational activities.

What is dictating this movement toward increasing community use of education facilities? Some say it is the community itself. When school districts propose a bond issue to raise needed funds to build new facilities or conduct major renovations to accommodate enrollment growth, new technology, or safety and accessibility issues, many often have to incorporate significant community-use aspects into their plans. School districts are finding that it is much easier to get funding for a facility when taxpayers see additional benefits of the building—namely community benefits.

Also, school districts are discovering that local businesses and organizations are more receptive to contributing dollars, equipment and resources to those schools that include the potential for alternative and community uses in their facilities.

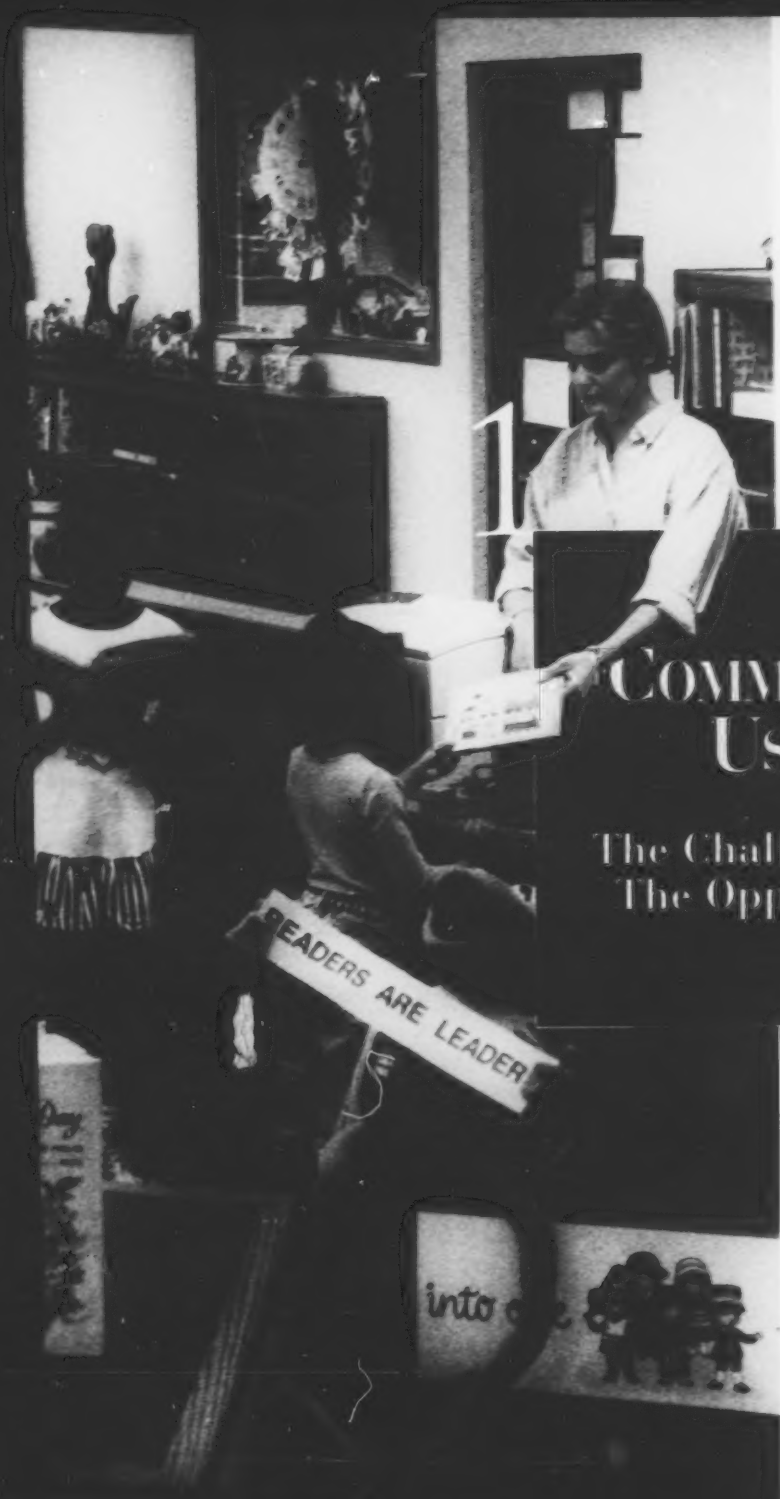
Community use of schools is not a new concept, but it does seem to be taking hold throughout the country more than ever before. School systems that have previously been reluctant to welcome residents and community groups into their facilities are now "letting down their guard" and opening their doors. Districts that have long welcomed community activities are now setting their sights on more ambitious programs, hoping to turn active partnerships with local groups into more vigorous support for the schools themselves.

As architects, we seek to assist our clients by planning and designing primary and secondary schools that, in part, accommodate community use successfully. While administrators seem to agree that expanded community use is a positive trend, housing the day-to-day activities does present a number of challenges. The best solutions often lie within the buildings themselves.

Our mission is to help our clients think ahead and plan facilities that are flexible, well organized, and effective in preserving the academic mission while responding to community needs. Ultimately, if we have made the jobs of administrators, faculty, and staff a little easier, we know that we have helped in that endeavor.

This book is not intended to endorse or discourage community use of schools. Rather, it has been our objective to document the many types of activities we are seeing in schools today, and how they can be accommodated through progressive planning and design of buildings, building systems, and grounds.

– Fanning/Howey Associates, Inc.



Community Use:

The Challenge and The Opportunity

"THE BOTTOM LINE IS THAT SCHOOLS WILL SAVE THE COMMUNITY. IF WE DON'T MOVE FORWARD, THE COMMUNITY WILL NEVER GO FORWARD."

–Dr. Thomas J. Beltramo, Superintendent, Hamtramck Public Schools, Michigan

THE CHALLENGE

"PEOPLE ARE EXPECTING US TO PROVIDE MORE SERVICES AND ACTIVITIES–MORE DAYCARE, LATCHKEY PROGRAMS, HEALTH CLINICS, ADULT EDUCATION...WE RUN PLAYGROUNDS IN THE SUMMER, BREAKFAST PROGRAMS, LUNCH PROGRAMS... PEOPLE PERCEIVE US AS A PLACE WHERE THESE TYPES OF ACTIVITIES CAN HAPPEN. WELL, THEY CAN–GIVEN THE RESOURCES AND THE FACILITIES TO ALLOW THEM TO HAPPEN."

–Edward J. Dobbs, Associate Superintendent –Operations, Charlotte Public Schools, Michigan

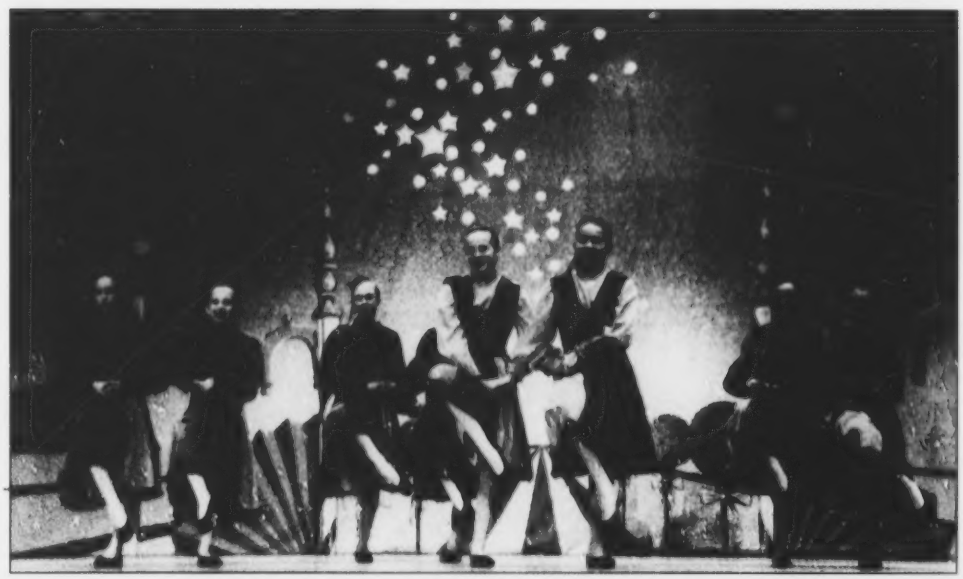
THE OPPORTUNITY

"THE MORE PEOPLE USE OUR SCHOOLS, THE MORE THEY ASSOCIATE WITH US, IDENTIFY WITH US, USE OUR SERVICES AND FACILITIES–THE BETTER CHANCE WE HAVE FOR ENLISTING THE COMMUNITY'S SUPPORT WHEN WE NEED IT."

–Dr. C. Douglas Parks, Superintendent, Aptakisic-Tripp Community Consolidated School District No. 102, Illinois

When Kristy and Jeff Bagley, both teachers at Crestview School in Convoy, Ohio, were planning their wedding, only one place seemed just right for the reception: Crestview School. "The new auditeria was really the nicest facility in the area," says Kristy Bagley. "We had 400 people at the reception, and it gave us plenty of room. We put the head table on the stage, then cleared it for dancing. Everything worked very well for us and we had a wonderful time."

The auditeria has provided a festive setting for a number of wedding receptions since the school's opening in 1992, and has hosted many other community events as well. "The Farmers' Co-op holds its annual banquet in our school," says Denny C. Howell, superintendent of Crestview Local Schools. "We put out white linens and the Future Homemakers of America prepare and serve the meal. The food service facilities next to the auditeria make it a good setting for banquets, and we've held a number of them at the school for local organizations."



When the Fort Wayne, Indiana, Ballet performed at Crestview School during a hospital fundraiser, the children of Van Wert County, Ohio, were given the opportunity to audition and perform along with the professional troupe. "It was wonderful to see our students perform with a professional ballet company—the children loved it," says Superintendent Denny C. Howell.

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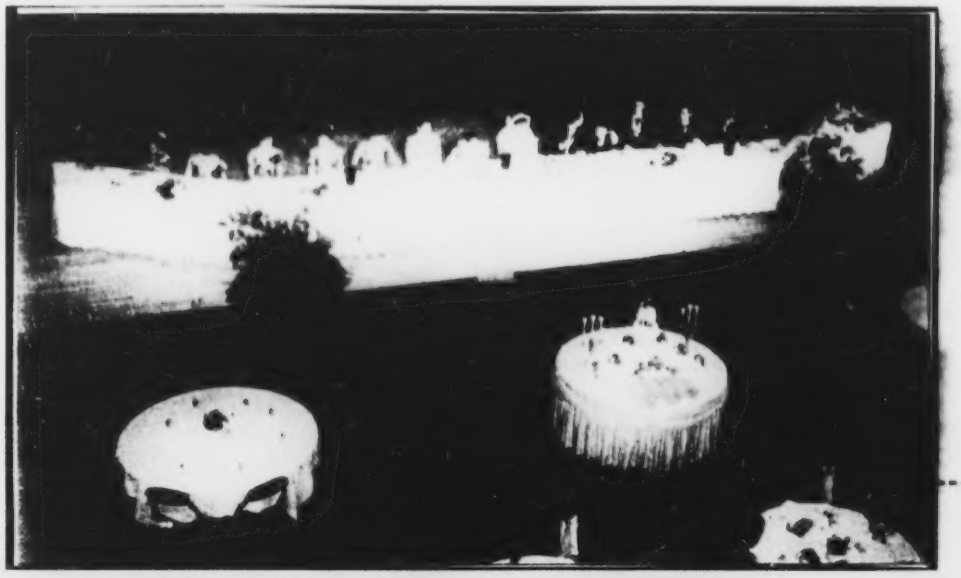
Crestview School is among many K-12 schools throughout the nation that actively solicit and welcome community use of their facilities. Fundraisers, banquets, scholarship dinners, theatrical performances, bridge clubs, recreational leagues, dance programs, after-school childcare, and walking routes for senior citizens keep the school open and busy much of the week, from early in the morning until well into the evening.

In addition to use of the gym and auditeria, Crestview School offers its board room to community groups for meetings and presentations. Equipped with a large conference table, telephone, screen, and other A-V tools, the room is regularly used by the local economic development organization, the historical society, and a number of other groups. "We've deliberately kept our fees low to encourage use," says Howell. "Community use translates into very positive feelings about our school—working cooperatively is what it's all about. Our board of education is very supportive. We have a nice building and it belongs to the community."

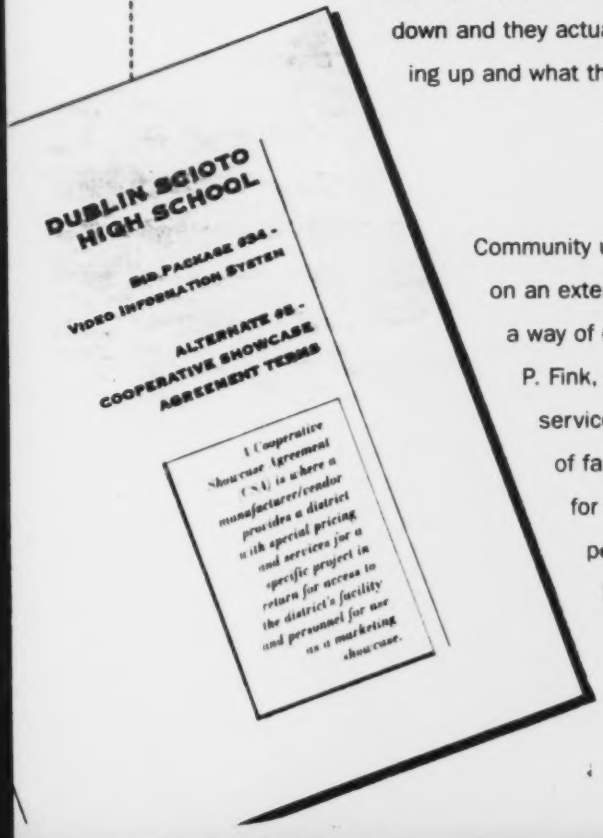


Teachers Jeff and Kristy Bagley held their wedding reception at Crestview School. The head table was placed on the auditeria stage and later removed for dancing.

A "Cooperative Showcase Agreement" was part of the bid documents for construction of Dublin Scioto High School in Dublin, Ohio. The agreement calls for extensive faculty training in use of the Video Information System by the prime system contractor. In addition, the contractor will generate print and video materials to promote the available technology to prospective users within the community.

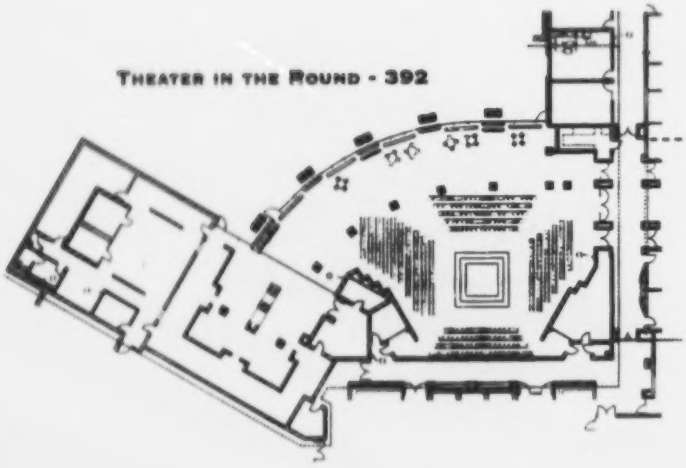
Community use in K-12 schools today reflects a broad spectrum of activities, a diversity of cultures, and the varied needs and interests of children and adults of all ages. Social services, adult education classes, daycare centers, and indoor and outdoor athletic activities are now run side by side with knitting clubs, voter registration, scout meetings, and craft fairs. Organizations such as Alcoholics Anonymous, Rotary Clubs, PTAs, and a variety of civic and volunteer organizations frequently hold meetings in auditoriums and classrooms; and many churches hold weekly worship services and Bible study classes in school facilities as well.

"One of the things we are doing is district court once a month," says Dr. Thomas J. Beltramo, superintendent of Hamtramck Public Schools in Michigan. "The judge and attorneys come into the school and they run court all day long. Different classes go down and they actually publish a docket for the students so they know what is coming up and what the charges are. This is a great lesson for the students."

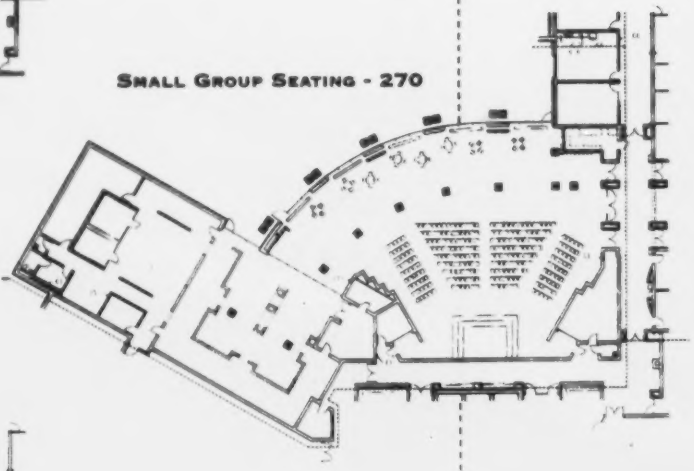


Community use often implies continuing to work with and care for students on an extended basis, including before- and after-school care. "Society has a way of changing that ends up forcing schools to change," says Dr. John P. Fink, coordinator of assessments, program evaluation, and student services for the Dublin City Schools in Ohio. "With a higher percentage of families with both parents working, there is an increasing demand for the schools to take the responsibility for children for a longer period of time. I think schools are going to be asked to handle a longer school day and a longer school year."

THEATER IN THE ROUND - 392

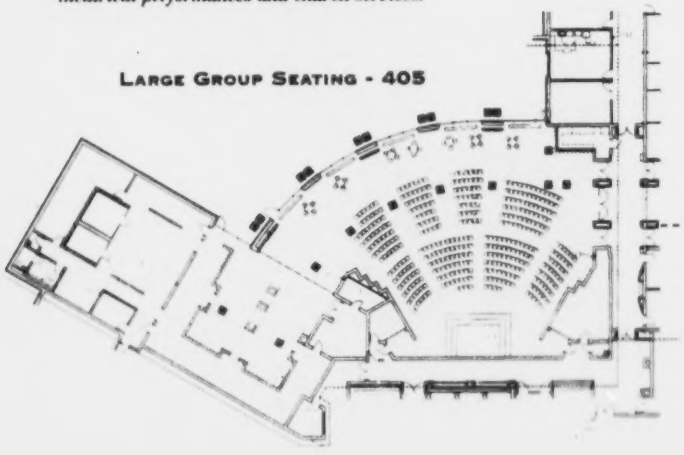


SMALL GROUP SEATING - 270



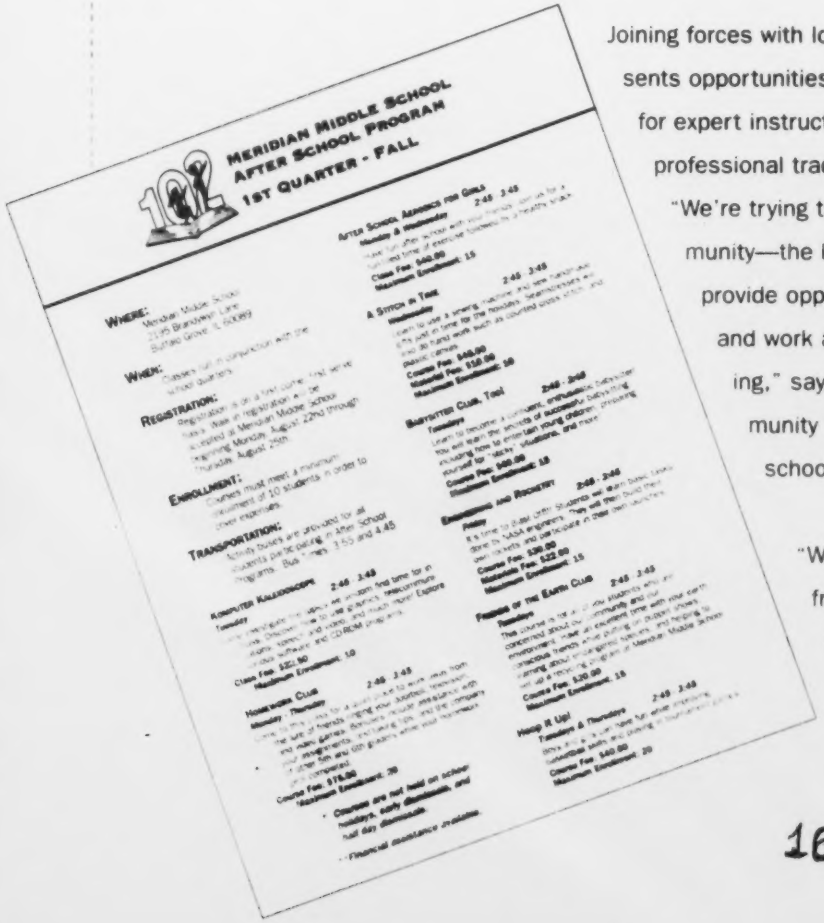
Programming for the cafetorium at Dublin Scioto High School in Dublin, Ohio, called for a flexible space with a sophisticated acoustical and technological infrastructure, including an integrated voice, video, and data system. Three satellite antennas allow for sending and receiving transmissions from around the world. The cafetorium permits flexible seating arrangements and will accommodate use ranging from distance learning, lectures, and board meetings to theatrical performances and church services.

LARGE GROUP SEATING - 405



Classes within Meridian Middle School's After-School Program offer students in Buffalo Grove, Illinois, a chance to learn about subjects ranging from cooking to rocket science.

"Our after-school program not only emerged to address the community's need for after-school care, but as an extension of our regular education program," says Susan L. Mann, principal of Meridian Middle School in Buffalo Grove, Illinois. "We didn't feel we were meeting all of the students' needs—giving them an opportunity to pick and choose or try something new. They might try a badminton class and a homework club, or arts and crafts and jewelry-making. We also offer more help for the children who come from homes where another language is spoken. We have 30 languages and cultures in our district and almost 20% of our kids come from homes where English is not spoken."



MERIDIAN MIDDLE SCHOOL
AFTER SCHOOL PROGRAM
1ST QUARTER - FALL

WHERE:
Meridian Middle School
2145 Brandywyn Lane
Buffalo Grove, IL 60089

WHEN:
Classes run in conjunction with the school quarters.

REGISTRATION:
Registration is on a first come, first served basis at registration events or by calling at Meridian Middle School beginning Monday, August 22nd through Friday, August 26th.

ENROLLMENT:
Classes must meet a minimum enrollment of 10 students in order to cover expenses.

TRANSPORTATION:
Activity buses are provided for all students participating in After School programs. Bus times: 3:50 and 4:45

Assistant Assistance
Tuesday 2:45 - 3:45
Class Fee: $32.50
Maximum Enrollment: 10

Homework Club
Monday - Thursday 2:45 - 3:45
Course Fee: $75.00
Maximum Enrollment: 30

After School Aerobics for Girls
Monday & Wednesday 2:45 - 3:45
Class Fee: $40.00
Maximum Enrollment: 15

A Stitch in Time
Wednesday 2:45 - 3:45
Course Fee: $45.00
Material Fee: $10.00
Maximum Enrollment: 10

Babysitter Club, Too!
Tuesday 2:45 - 3:45
Course Fee: $40.00
Maximum Enrollment: 15

Engineers and Rocketry
Friday 2:45 - 3:45
Course Fee: $30.00
Material Fee: $22.50
Maximum Enrollment: 15

Friends of the Earth Club
Tuesday 2:45 - 3:45
Course Fee: $30.00
Maximum Enrollment: 15

Hoop It Up!
Tuesday & Thursday 2:45 - 3:45
Course Fee: $40.00
Maximum Enrollment: 20

- Classes are not held on school holidays, early dismissals, and half day dismissals.
- Financial assistance available.

Joining forces with local business and industry also presents opportunities to share school facilities in exchange for expert instruction in manufacturing, high technology, professional trades, and a host of other careers.

"We're trying to reach out and network with the community—the business community in particular—and provide opportunities for our students to go out and work and learn outside of the school building," says Fink. "At the same time, the community really wants to move in and use the schools. I think it's an interesting trend."

"We have a growing use in our schools from the business park that adjoins our school district," says Dr. C. Douglas Parks, superintendent of the

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Aptakisic-Tripp Community Consolidated School District No. 102 in Illinois. "They are going to be using our facilities for early morning 'health club' types of activities. That's a good use, and it's an outgrowth of the business partnership effort that we have initiated. We are also working together at creating a community daycare cooperative."

In a cooperative effort between Miami University and Hamilton City Schools, the Job Development Center in Hamilton, Ohio, is used on weekdays by high school students and during the evenings and on weekends by students at Miami University. The school system donated the land, which is adjacent to the high school, and the university built the facility.

Many school systems have adopted a flexible fee structure and use policy for their facilities. Often, a community needs time to adjust to the fees: "What I hear from the community a lot is, 'We have to pay what? We built the building in the first place,'" says Richard A. Ball, director of instruction for Pickerington Local School District in Ohio. "It's difficult for them to make the distinction between capital cost and construction cost to provide a facility and the operating cost to use and maintain a facility. That can be a real problem."

Schools may also face a struggle with scheduling conflicts as extracurricular student organizations, youth groups, non-profit organizations, clubs, businesses, and others vie for use of public space. Ultimately, school systems find that they must set an inherent, if not formalized, standard: students come first, and from there, the community is welcome.

"Our community is growing rapidly," says Dr. Charles D. Leonard, superintendent of Hamilton Southeastern Schools in Indiana. "We get a lot of use from churches—in almost every one of our schools—because they can't build a facility big enough to house a congregation. We go back and forth on the issue of fees and wear and tear on the facilities. There are worship services, Bible school, Sunday school, a nursery—sometimes accommodating all of this activity is a hassle, but in general I think it's a good use of the buildings."

"We have one church congregation with about 600 families that uses our schools for Friday night services and on Sundays, so we consider it a source of revenue—a significant source of revenue," says Parks. Dr. R. Stephen Tegarden, superintendent of Carmel Clay Schools in Indiana, says his school district takes a different view: "Our approach to community use is that it's not revenue-producing. We have policies and minimal charges. We may recoup expenses, but we don't do any more than that."

"Three years ago, we started the 'Together We Can' committee in our community. It included people from religious groups, the park district, school administrators, parents, and people from all the different municipalities in our area. We talked about what we could do for the children—something that provides alternative activities and programming, not just for parents but for children too...with a focus on healthy lifestyles and healthy living, and obviously an anti-drug and anti-alcohol message. We opened up our school on Friday nights and that became our 'Lighted Schoolhouse' program. We have about 400 children show up on Friday nights and we provide what we feel are developmentally appropriate activities. Line dancing, bingo, games, and performances...the gym is open, and the kids love it. And now it's not just accepted; it's needed, it's expected."

–SUSAN L. MANN, PRINCIPAL, MERIDIAN MIDDLE SCHOOL; BUFFALO GROVE, ILLINOIS

Reluctance on the part of faculty and administrators to open buildings and welcome the community into their own workplace also remains prevalent. Carefully crafted guidelines pertaining to community use often help; most effective is the ability to secure academic portions of the building from people wandering through. Some school systems have established additional program and facility design parameters to help re-orient faculty to a more receptive outlook: "We wanted to avoid having any teacher feel that 'this is my classroom,'" says Mason Buckingham, superintendent of Gaylord Community Schools in Michigan. "That leads to frustration when their classroom is used in the evening by another group. We rotate teachers around to different classrooms during the day, and we also created office space for them so they would feel that they had a space to call their own."

"I think many people within the school district are not anxious to have people come in and use their facility. They don't like it if it uses up their supplies, uses custodial time, creates messes, or causes problems with the teachers. It's the little things that cause ongoing friction, like 'where are we going to put the storage cabinets for the basketballs or the toys?' But we do have a community use policy, and our schools are used by church groups, latchkey programs, community recreation groups...there is very definite pressure from the community to use the schools. And there's no question about it—the schools want money for this, the city wants money for that—it seems to me that if we can finance programs in a cooperative way, it would make a lot more sense."

–Dr. John P. Fink, Coordinator of Assessments, Program Evaluation, and Student Services, Dublin City Schools, Ohio

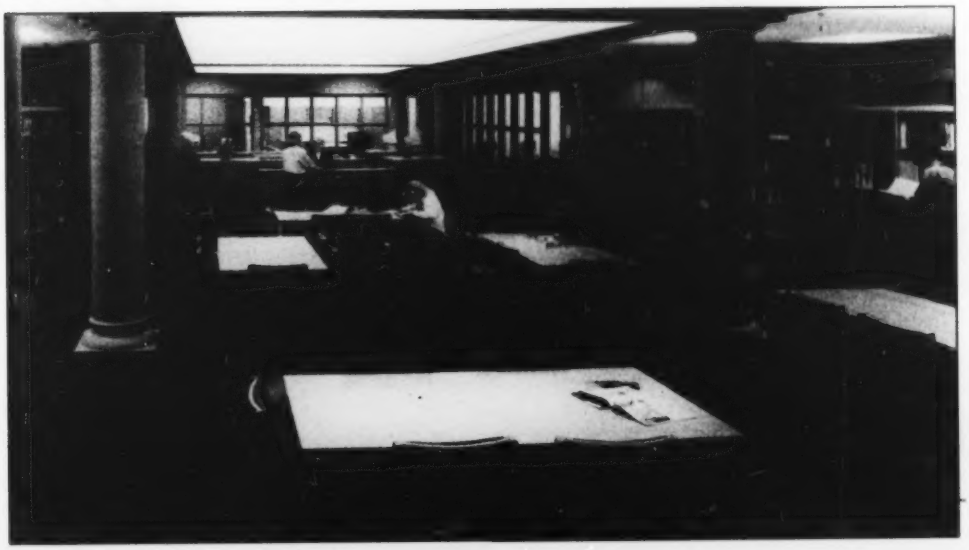
School superintendents and other administrators seem to agree that community use is healthy for students, contributing an added dimension to their education. Many also suggest that added community use and involvement leads directly to stronger advocacy for local schools, including support for increased funding. "I don't think most of the community use activities are going to have a significant impact on the cost of the facility," says Tegarden. "The facilities are going to be there. More than anything, it's the community service orientation that's important, and bringing support to the schools. The more people know what we do, what's available and how to access it, the better we are going to be able to generate community support."

"The schools are going to be a driving force in moving our community forward, supporting a broader range of services that will be needed in the next century," says Marsha Wells, associate superintendent for instruction at Charlotte Public Schools in Michigan. "The challenge is to determine how to do that from an operational standpoint."

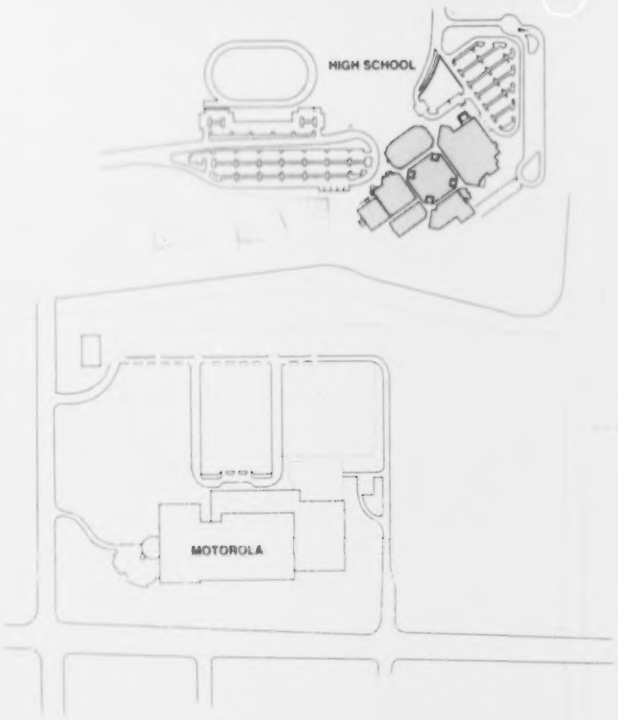
The new planetarium in the remodeled and expanded Pike High School in Indianapolis, Indiana, is used by students throughout the township, as well as classes from Indiana University-Purdue University of Indianapolis. Adult education classes are also held in the facility, covering astronomy and space exploration.

While funding, scheduling, logistics, maintenance, resources, and a "not in my classroom" disposition often present challenges to the widespread acceptance of community use, administrators of primary and secondary schools are clear on one point: the facilities themselves, if properly and thoughtfully designed, can greatly diminish many of the difficulties faced in bringing the community into the schools on a regular basis. Clustering public areas to facilitate access, secure academic areas, and reduce energy costs; creating flexible meeting and performance spaces; incorporating well-equipped athletic facilities; and specifying sturdy, wear-resistant materials and finishes can greatly reduce the impact of extended use of school buildings.

"If the cities and schools could work together in a more effective design effort and share some of the costs and operational functions of utilizing school facilities, but still protect the needs of the principals and the teachers, I think community use can happen effectively," says Gary W. Meier, superintendent of the Springboro Community City School District in Ohio. "It's the kind of dialogue that needs to happen between the city and the school. From a community's perspective, it would be much more cost effective to design facilities this way."



Use of the media center at Imlay City High School in Imlay City, Michigan, is encouraged for public meetings if the group is "too large for the conference room and too small for the auditeria," says former principal Mark Hughes. Hughes now serves as community education director for Imlay City Community Schools, overseeing a curriculum that ranges from aerobics and karate to investment and computer courses.



A new 2,000-student high school in Palm Beach, Florida, will be located adjacent to a Motorola manufacturing plant. The district is exploring a partnership with the company to share facilities and training resources.

2

The Planning Process

"We've seen very few failed bond issues, because when you involve the community in planning the school, you build a lot of support. You basically build an army."

—Dr. William S. DeJong, President, DeJong & Associates, Inc.

OWNERSHIP

CONSENSUS

VISION

FOR THE ARCHITECT, THE IMPORTANCE OF LISTENING CANNOT BE OVERSTATED. YET IN THE EARLIEST PLANNING STAGES, ANOTHER CRITICAL STEP TAKES PRECEDENT: HELPING PARTICIPANTS FIND A VOICE.

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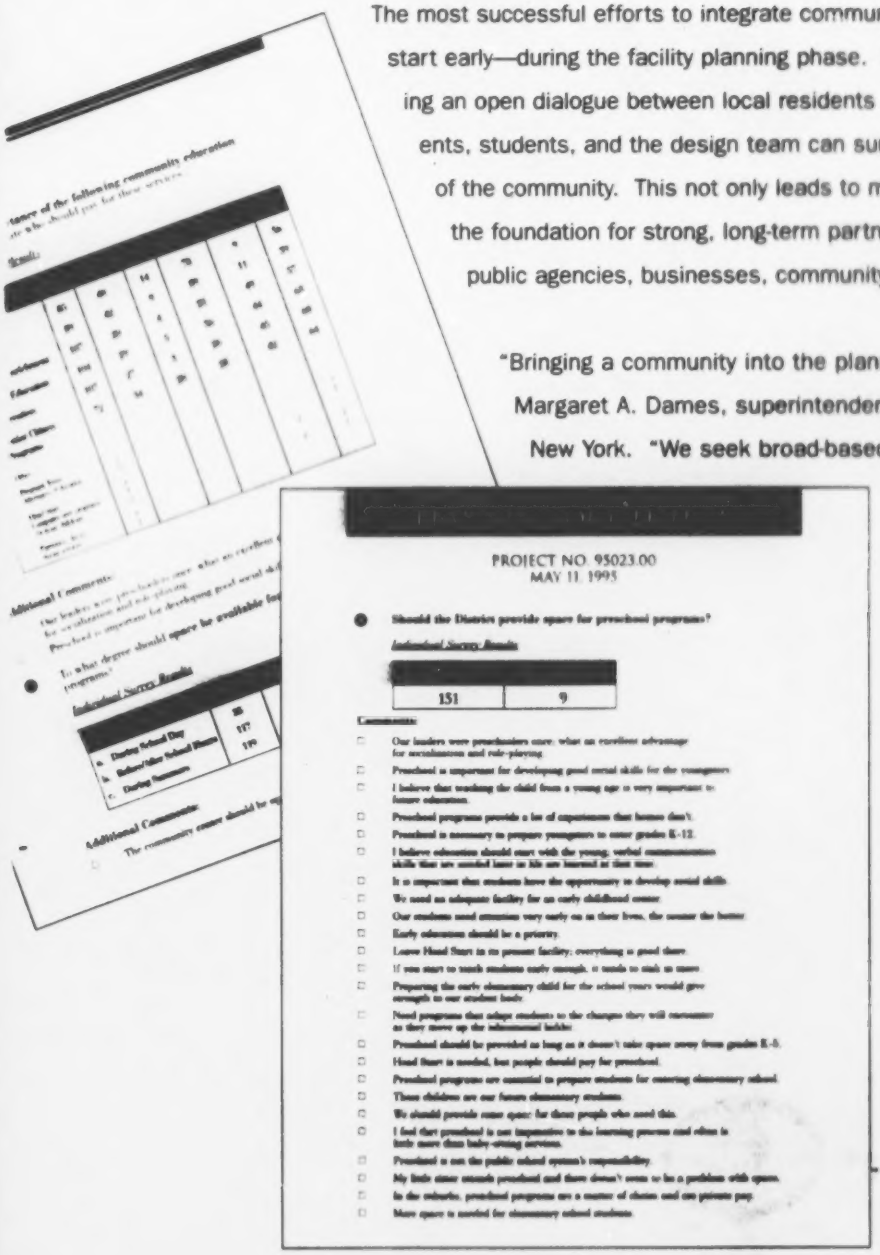
The most successful efforts to integrate community activities into K-12 schools often start early—during the facility planning phase. Encouraging meaningful input and fostering an open dialogue between local residents and school administrators, faculty, parents, students, and the design team can surface important expectations on the part of the community. This not only leads to more effective design concepts, it builds the foundation for strong, long-term partnerships between schools and other public agencies, businesses, community groups, and neighbors.

"Bringing a community into the planning process is essential," says Dr. Margaret A. Dames, superintendent of Cornwall Central School District in New York. "We seek broad-based involvement to build support—starting prior to the bond referendum. We've asked community members to work on committees with faculty and staff to assess our facilities and technological resources in order to validate the school system's own evaluation. We also asked for their help in selecting an architect, developing the bond proposal, and promoting the bond referendum. Community involvement in the early phases helps to improve the relationship between the community and the schools."



PROJECT NO. 95023.00
MAY 11, 1995

● Should the District provide space for preschool programs?

Individual Survey Results

151	9

Comments:

- Our leaders were preschoolers once, what an excellent advantage for socialization and role-playing.
- Preschool is important for developing good social skills for the youngsters.
- I believe that teaching the child from a young age is very important to future education.
- Preschool programs provide a lot of experiences that homes don't.
- Preschool is necessary to prepare youngsters to enter grades K-12.
- I believe education should start with the young, verbal communication skills that are needed later in life are learned at that time.
- It is important that students have the opportunity to develop social skills.
- We need an adequate facility for an early childhood center.
- Our students need attention very early on in their lives, the sooner the better.
- Early education should be a priority.
- Leave Head Start in its present facility; everything is good there.
- If you start to teach students early enough, it tends to stick in more.
- Preparing the early elementary child for the school years would give strength to our student body.
- Need programs that adapt students to the changes they will encounter as they move up the educational ladder.
- Preschool should be provided as long as it doesn't take space away from grades K-5.
- Head Start is needed, but people should pay for preschool.
- Preschool programs are essential to prepare students for entering elementary school.
- These children are our future elementary students.
- We should provide some space for those people who need this.
- I feel that preschool is not imperative to the learning process and often is little more than baby-sitting services.
- Preschool is not the public school system's responsibility.
- My little sister attends preschool and there doesn't seem to be a problem with space.
- In the suburbs, preschool programs are a matter of choice and are private pay.
- More space is needed for elementary school students.

A community forum questionnaire identifies individual and group priorities regarding community service and education needs.

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Active community involvement during the planning process for three new elementary schools in Hammond, Indiana, helped to identify sensitive issues, such as concern over the demolition of the aging—but cherished—existing schools. Terra cotta statuary and other artifacts from the older schools, such as the cast iron medallion now displayed at Thomas A. Edison Elementary School, were preserved and integrated into the new schools.

The new schools were considered critical to the urban community's revitalization. Several planning forums, involving neighborhood residents, parents, police and fire department personnel, and school representatives, stimulated strong interaction and consensus-building while fostering closer ties among community groups.

For the architect, the importance of listening cannot be overstated. Yet in the earliest planning stages, another critical step takes precedent: helping participants find a voice. An evocative framework for generating discussion—one that captures issues and priorities—will jump-start even the most tentative and restrained community planning sessions.

"Community forums are the most effective means of getting the community involved and generating input," says Dr. William S. DeJong, president of DeJong & Associates, Inc., an educational facility planning firm. "They work much better than public hearings, which often end up with whoever can speak the loudest and the longest serving as the representative of the entire community. We encourage open forums: intensive work sessions in which we study and explore the issues together and build consensus."

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A task force of village residents, teachers, and school administrators met regularly during planning of Gambell school on St. Lawrence Island, Alaska. Integration of the Yupik Eskimo culture and heritage was central to the many roundtable discussions. In the small villages of bush Alaska, "you really have to listen," says Jim Shepherd, a construction manager for the Gambell project. "The natives speak very simply and plainly, and never push for what they want or need... We always try to work in words first. Drawings can kill concepts if you introduce them too soon—I find that sometimes a picture can kill a thousand words."

DeJong recommends using a combination of presentations, questionnaires, small group sessions, and wall charts to bring out what the community feels needs to be included. "The mechanism for dialogue and interaction works very well," he says, "and it's usually a quick process." He suggests breaking large groups into smaller clusters of six to eight people; and encourages mixing parents, non-parents, faculty, and staff. "Blending the groups helps to break down barriers and eliminate negative perceptions, while helping people to understand each others' needs," DeJong says.

Structured questionnaires facilitate the process of identifying and ranking issues, while giving community members an opportunity to address their needs and expectations openly. With measured results in hand, the design and planning team can review and evaluate the participants' feedback with the group and further define priorities.

As the planning process moves forward, community members often continue their involvement, taking part in detailed planning meetings and design charrettes or "squatter sessions." In many cases, participants are organized into task forces or subcommittees to focus on specific aspects of the program, such as a gymnasium or an auditorium. "There is so much opportunity to get the community involved," DeJong says. "Community use should never be an afterthought. Involving residents in the planning process gives them tremendous ownership, and helps build a collective vision."

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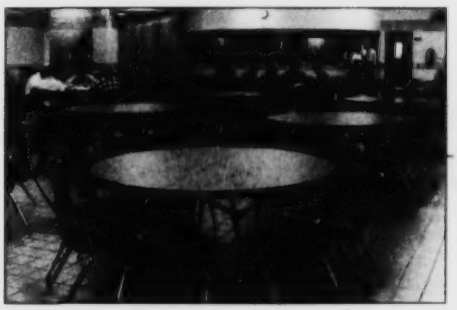
The community planning process for development of LaPorte High School in LaPorte, Indiana, included three intensive, two-day sessions and visits to other local schools.

WILLIAMSTON HIGH SCHOOL; WILLIAMSTON, MICHIGAN

Community involvement in the development of Williamston High School in Williamston, Michigan, began with strong local support for the project's ballot proposal. Following voter approval, on-site planning and design sessions were initiated, involving community members, administrative staff, faculty, and students. The computer-based planning process reflected the input of the many community participants, addressing everything from the size of the gymnasium to how high counters should be in the concession stands.

"We had a lot of pre-bond support from the community," says Dr. Emmett W. Lippe, former superintendent of Williamston Community Schools. "We said that if the bond passed, we would solicit community input during design, and we followed up on that. From that point forward, the community felt they had influence and ownership in the process, and we have had nothing but positive comments about the project."

A formal community education program has been in place in Williamston since 1977. According to Lippe, now superintendent of Novi Community Schools in Michigan, the level of anticipated community use had a



The decision to include a commons was made with input from the community. While used as a cafeteria during the day, the area provides surge space for after-hours events in the gym and auditorium.

A community-minded citizen helped to fund the 570-seat McGoff Performing Arts Center, which features a full-working stage, orchestra pit, projection booth, and complete lighting, sound, and acoustical systems.

significant impact on the design of the school. "At the time, we hadn't seen a lot of commons spaces in schools in our area. But we knew we wanted to have a large public space adjacent to the gymnasium and the auditorium to accommodate crowds during evening and weekend events. The commons works well for gathering and during breaks, and doubles as a cafeteria. The idea for the commons came directly from our community planning meetings."

Lippe credits the planning process with not only generating community support for the new high school, but with creating "a lot of positive PR" with groups in the area. "The athletic boosters run the concession stands at the high school," he says. "They were very excited to be able to provide input during the planning process. They told us where they wanted the outlets, where the popcorn machine could go...they knew the size of the concession space and they planned it all out in detail. It really went a long way in building our relationship.

"The next time I'm involved in building a school, I'd like to handle the planning process the exact same way."

The community use portion of Williamston High School includes music facilities, the food preparation area, and a cafeteria/commons that adjoins the physical education area and the auditorium.

3

Zoning Fundamentals

"We wanted our high school to be a community-friendly building—designed for access in a very practical way. After all, the building really does belong to the community."

–Dr. Michael Samulski, facility planning consultant and former Assistant Superintendent for Instruction, Chippewa Valley Schools, Michigan

FLEXIBILITY

ACCESSIBILITY

LIFE CYCLE COSTS

FLEXIBILITY, ACCESSIBILITY, LIFE CYCLE COSTS. THESE BASIC OBJECTIVES TYPICALLY GUIDE THE ARCHITECTURAL PROCESS IN DESIGNING K-12 SCHOOLS MORE THAN ANY OTHER FACTORS. AND YET, IN ACCOMMODATING THESE CRITICAL NEEDS, EACH SCHOOL PRESENTS UNIQUE CHALLENGES AND OFTEN REQUIRES UNCOMMON SOLUTIONS.

ZONING FUNDAMENTALS

Flexibility: Accessibility: Life Cycle Costs.

The challenges of planning a new school, major modernization, or expansion are broadened significantly when a high level of community use is anticipated. Not only do the issues of flexibility, accessibility, and life cycle costing become increasingly critical, but other issues begin to take on more weight as well: security, circulation, storage, signage, parking, and location and identification of entryways, to name just a few. Carefully approached, however, one planning and design strategy in particular provides an effective resolution to many of these challenges: facility zoning.

Without exception, school administrators point to strategic building zoning—essentially the grouping and separation of appropriate functions—as the singlemost effective solution to opening schools up to the community successfully. Clustering sections of the building designated for community use, such as performing arts halls, public meeting space, gymnasiums, natatoriums, lobbies, and commons space, facilitates easy access and logical circulation—minimizing confusion and enhancing the visitor experience. Effective zoning also permits closing off academic portions of schools, increasing security and reducing maintenance and energy costs.

ANNA ELEMENTARY SCHOOL

Gates help to secure academic areas at Anna Elementary School in Anna, Ohio. "People funnel right into the gym and multi-purpose areas," says Principal Terry Householder.

Securing academic and administrative areas of educational buildings from unwanted visitors also eases the apprehension of faculty and other school staff. "It's often difficult for teachers to accept that the community will be in and out of 'their' space—they may feel that they are losing some control and won't be able to work as well with their students," says Dr. Michael Samulski, an educational facility planning consultant. "Organizing the school functions and related space carefully helps to alleviate their concerns, while also making the community feel more welcome."

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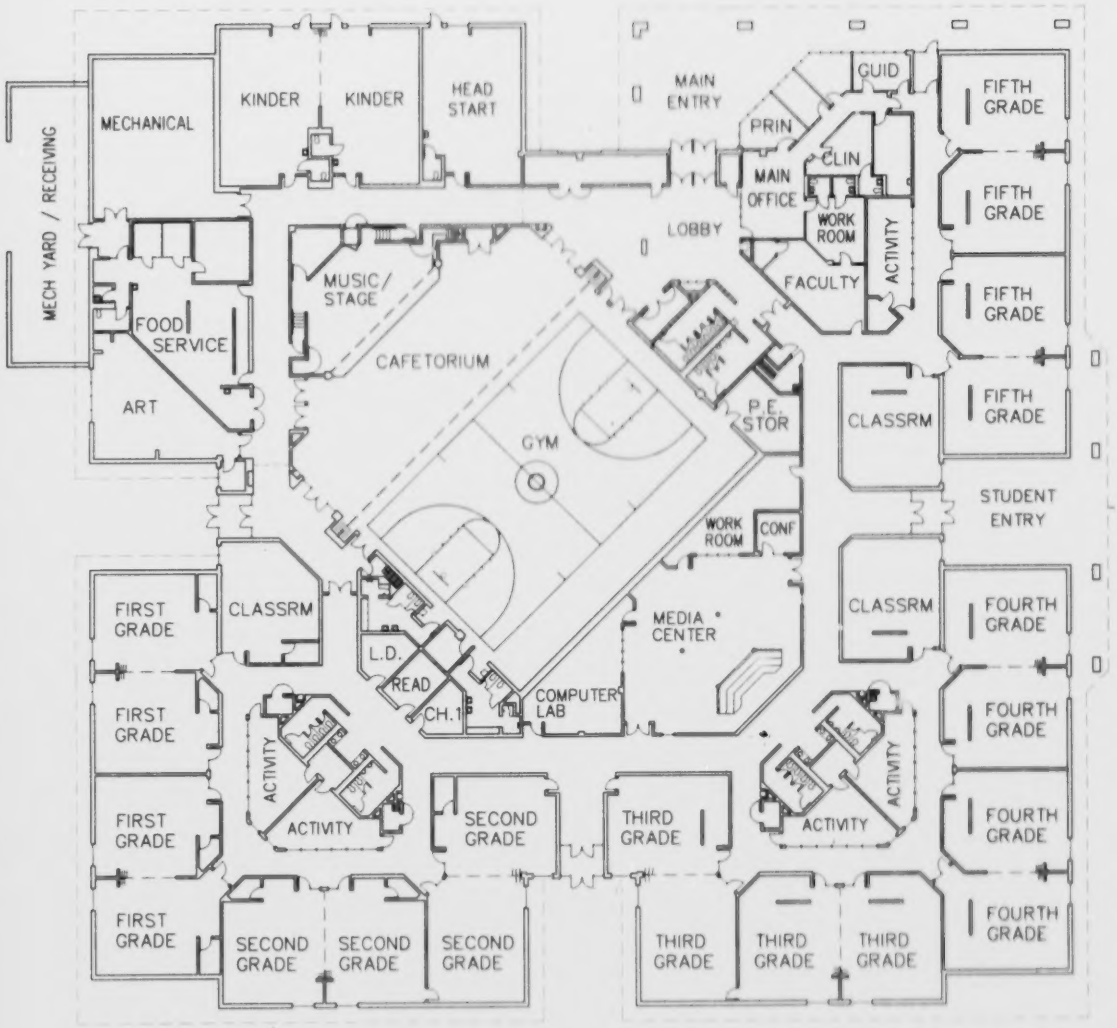

ANNA ELEMENTARY SCHOOL

Essentially an elementary school wrapped around a community center, Anna Elementary School hosts community events as well as use by student groups from other schools. The building's simple geometry and corridor system also attract a number of neighborhood residents for daily walks. "Many senior citizens use our school for walking," says Principal Terry Householder. "It doesn't disturb our instructional program at all because of the way our facility is designed."

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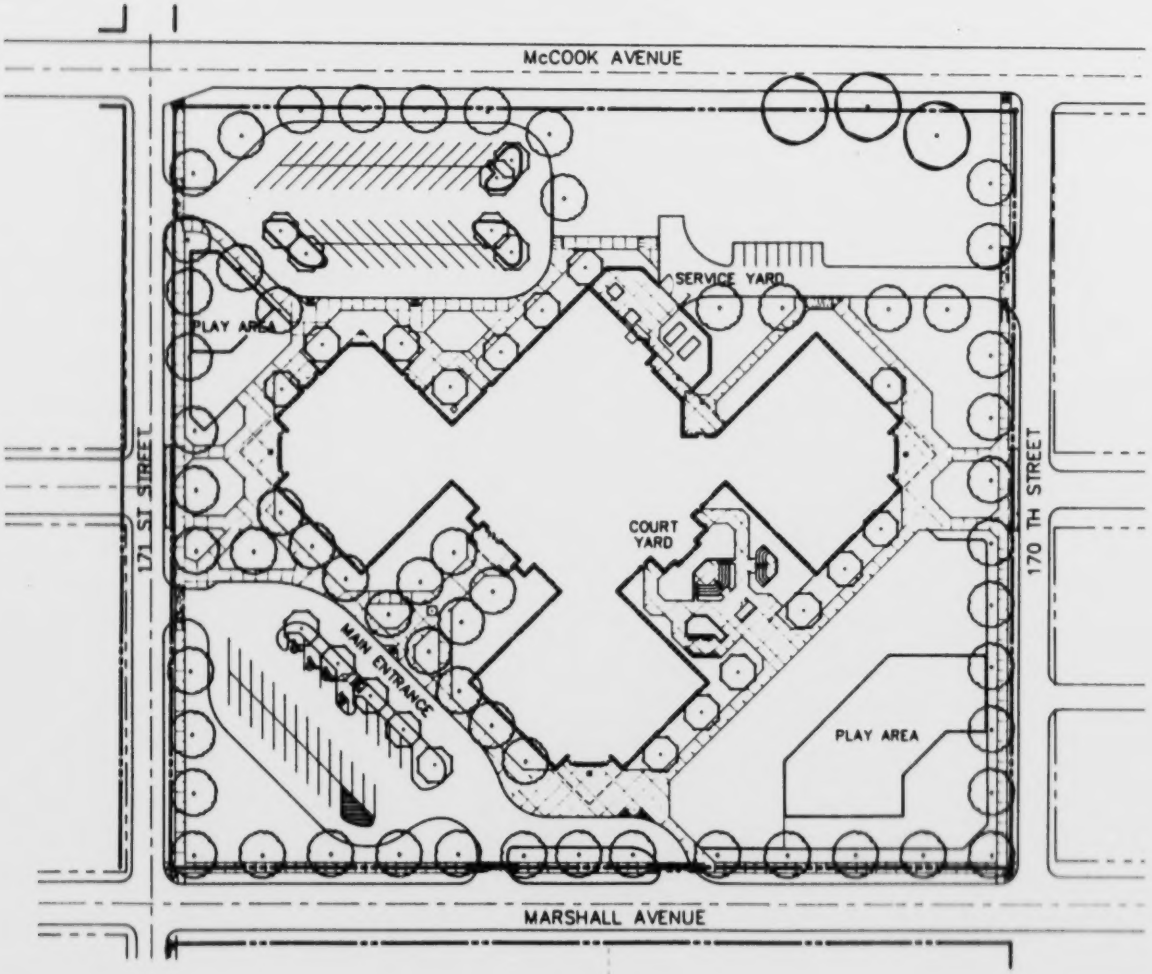

OLIVER P. MORTON ELEMENTARY SCHOOL

Set in the heart of three urban neighborhoods in Hammond, Indiana, Morton (above), Maywood, and Edison Elementary Schools were planned to accommodate a high proportion of children walking and being driven to school. Parents can drop their children off at each of the three academic pods. Local police assisted in review of traffic patterns and drop-off points.

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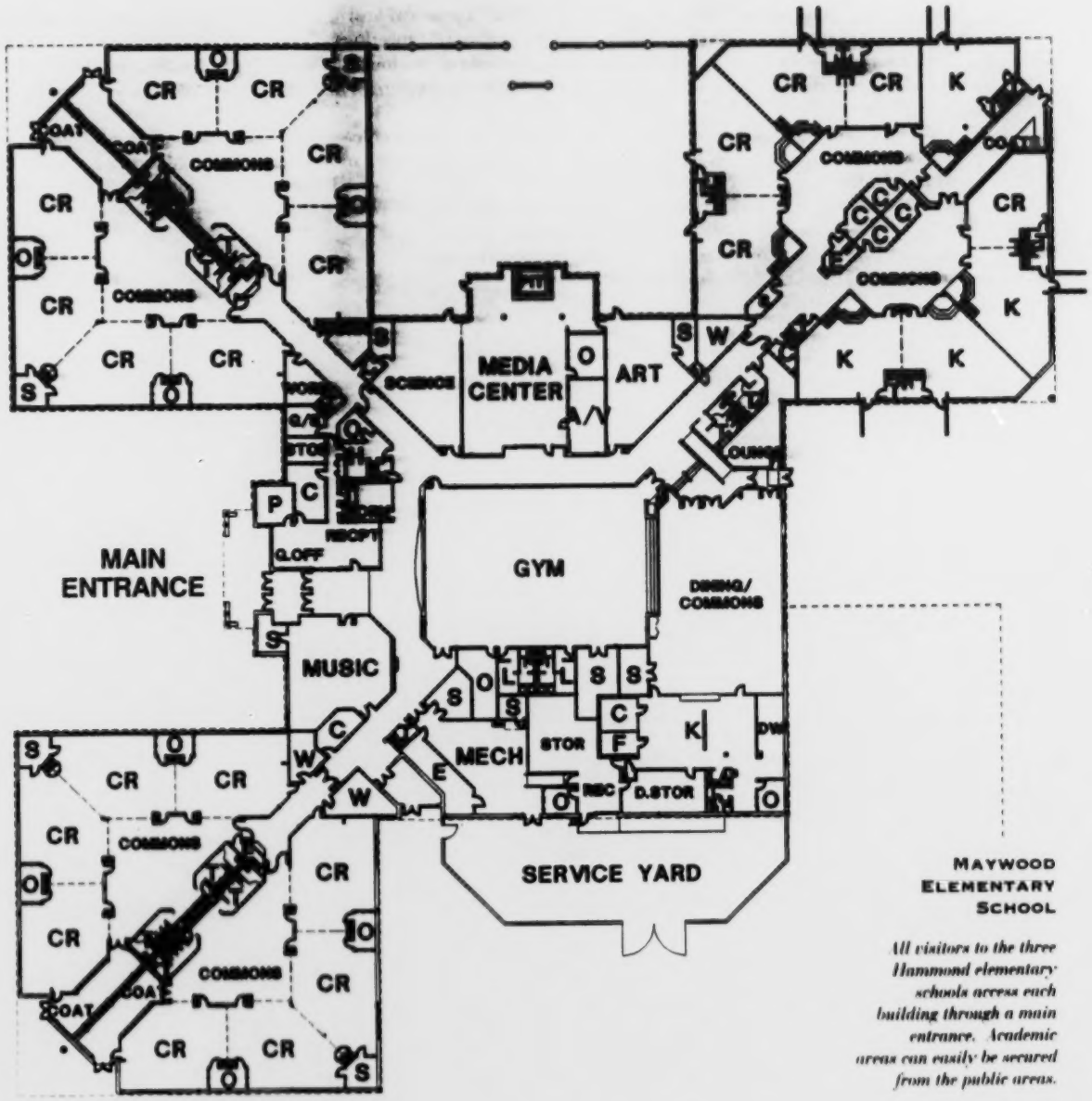

MAYWOOD ELEMENTARY SCHOOL

All visitors to the three Hammond elementary schools access each building through a main entrance. Academic areas can easily be secured from the public areas.

DAKOTA HIGH SCHOOL; MACOMB, MICHIGAN

The 2,000-student Dakota High School in Macomb, Michigan, was designed to be as "community-friendly" as possible, says Dr. Michael Samulski, who, as assistant superintendent for instruction for Chippewa Valley Schools, led the school system's planning efforts for the nearly 400,000-square-foot complex. Organized in three building pods—academic, vocational/fine arts, and physical education/recreation—Dakota High School accommodates a broad range of community activities, including recreation, child care, adult education, theatrical and musical performances, and public meetings.

"While planning the school, we looked closely at community needs," says Samulski. "This is a fast-growing township, and it didn't have a recreational center or a community pool. We made a decision to try to include facilities that the community lacked, or needed more of. The gymnasium, pool, weight room, auditorium—all of these facilities were designed with community access in mind."

Clustering spaces for public use in separate building zones from the academic wing has resulted in a facility that easily accommodates the community while preserving the security and educational function of the classrooms and laboratories. A large commons/lobby area serves as transitional space and connects the three wings. The commons provides surge space from each of the wings and offers meeting space as well. facilitated by operable walls that divide the large area into smaller rooms.

Dakota High School's large, two-story commons/lobby accommodates many functions: it connects the three wings of the school complex, provides surge space for a variety of events, houses public meetings, and serves as the high school's cafeteria during the day.

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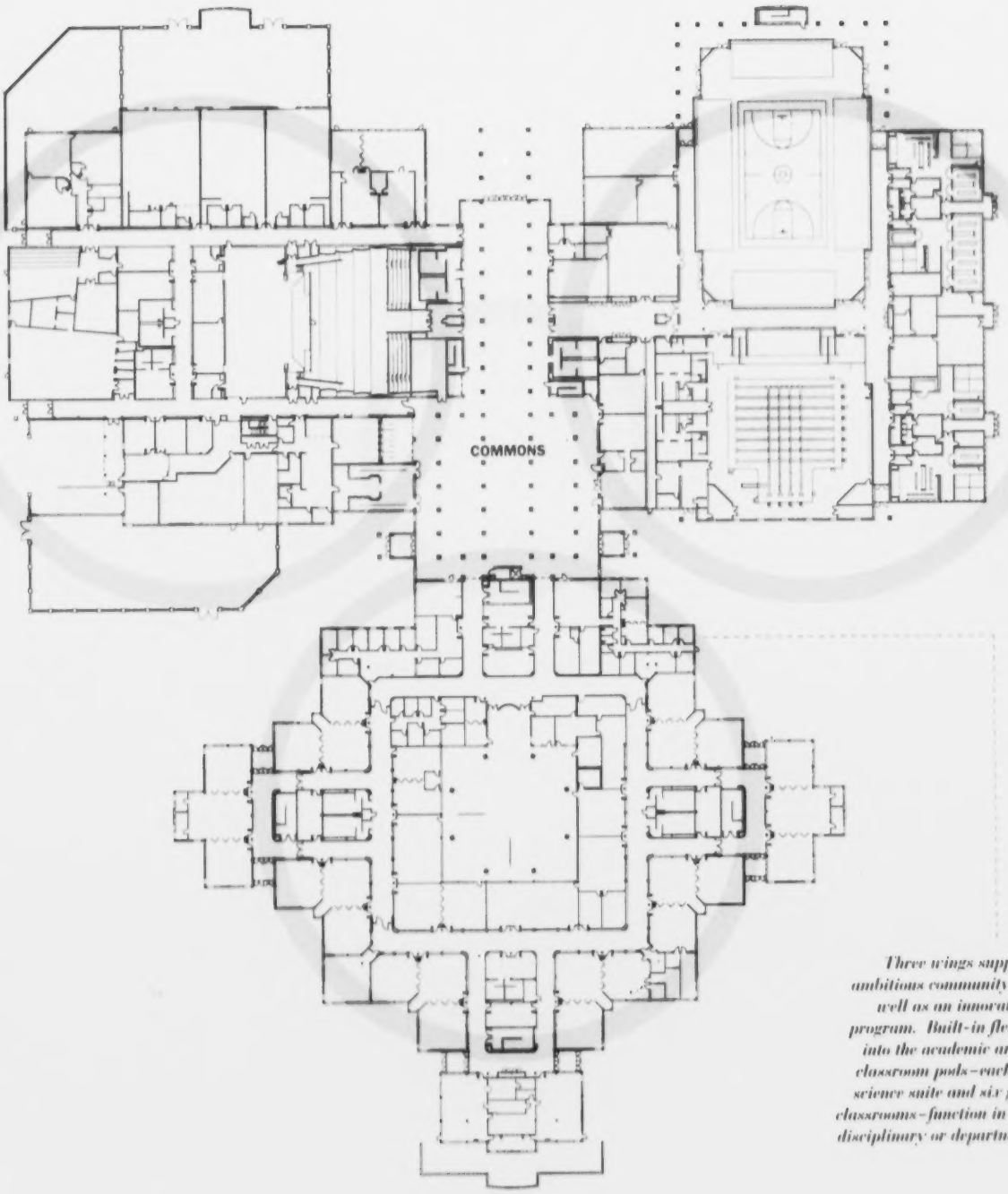

Three wings support the school's ambitious community use agenda, as well as an innovative educational program. Built-in flexibility extends into the academic area, where three classroom pods—each consisting of a science suite and six general purpose classrooms—function in either an interdisciplinary or departmental structure.

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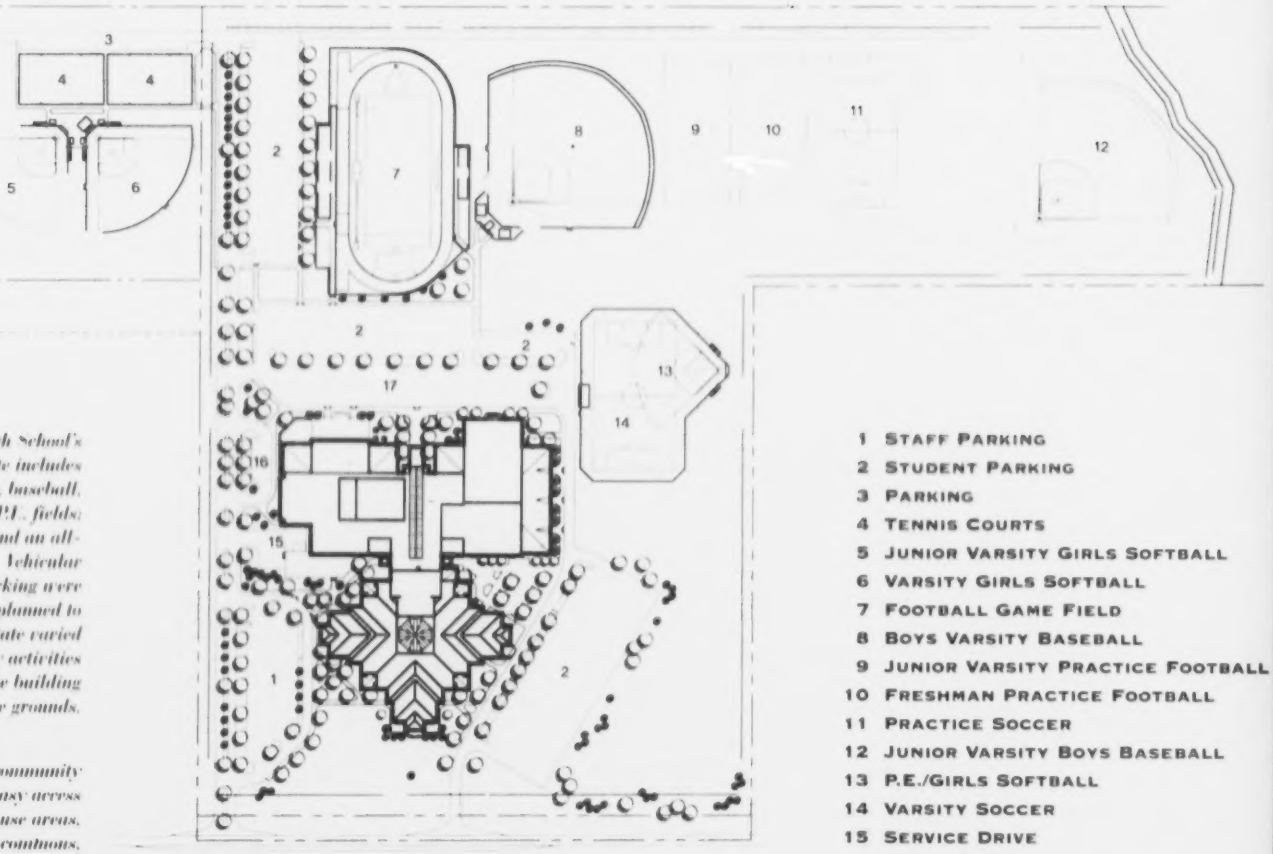
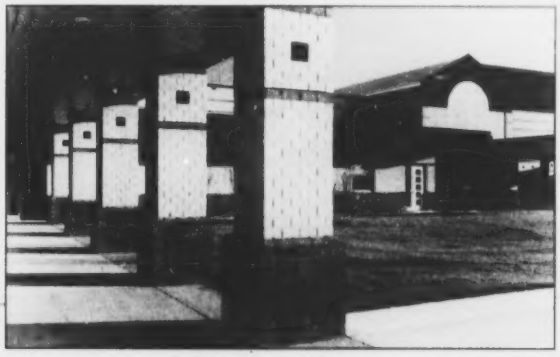
Dakota High School; Macomb, Michigan



Dakota High School's 97-acre site includes football, soccer, baseball, softball, and P.E. fields; tennis courts; and an all-weather track. Vehicular access and parking were carefully planned to facilitate varied community activities both within the building and on the grounds.

The high school's community entry provides easy access to the public use areas, including the commons, gymnasium, natatorium, and auditorium.

1 Staff Parking
2 Student Parking
3 Parking
4 Tennis Courts
5 Junior Varsity Girls Softball
6 Varsity Girls Softball
7 Football Game Field
8 Boys Varsity Baseball
9 Junior Varsity Practice Football
10 Freshman Practice Football
11 Practice Soccer
12 Junior Varsity Boys Baseball
13 P.E./Girls Softball
14 Varsity Soccer
15 Service Drive
16 Service Drive
17 Bus/Evening Parking



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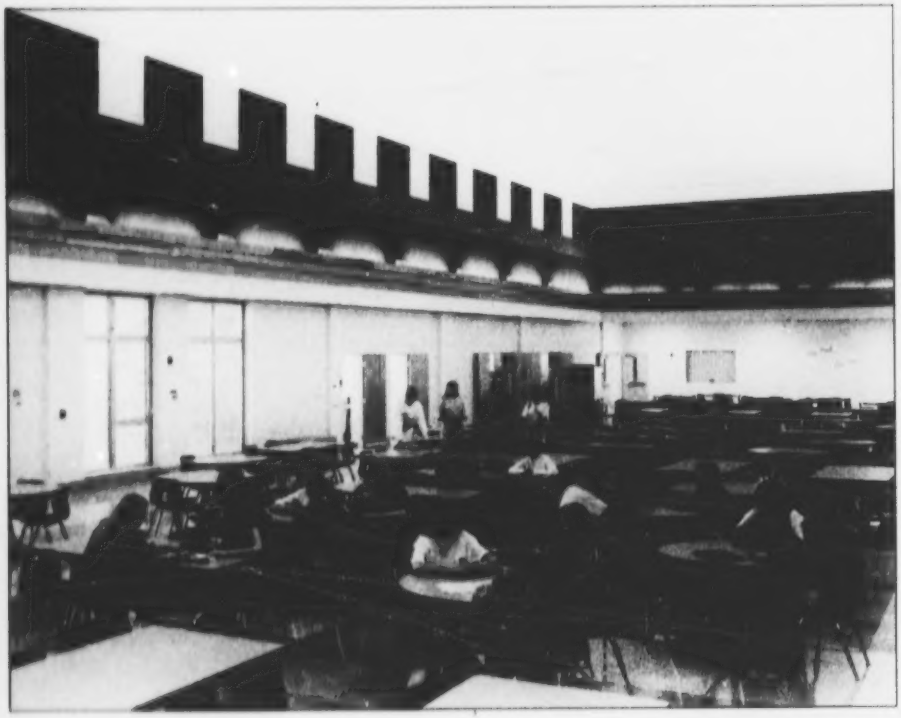
WILSON MIDDLE SCHOOL; MUNCIE, INDIANA



Effective zoning carries over to the auditorium in particular, where the 650-seat theater can be transformed into three instructional or meeting spaces. Operable walls, ample aisle space, and appropriate exits allow the auditorium to subdivide into one 350-seat and two 150-seat units.

The long, linear commons at Wilson Middle School seats 400 and serves as a public entry and a central connector to other areas of the building. Durable finishes, terrazzo flooring, and high-quality furniture help minimize the impact of heavy use.

"*A Shattered Union...*" The dedication of Wilson Middle School in Muncie, Indiana, celebrated the achievement of a state-of-the-art facility that encompasses flexible academic space for its 1,100 students; cutting-edge technology in the media center and throughout the building; and spacious, community-centered facilities in the public realm of the complex.

"Wilson Middle School will be heavily used by our community," says Bill Reiter, director of facilities and operations for Muncie Community Schools. "We knew we wanted to be able to accommodate a lot of use, so we had two main objectives: organize the functions so that the academic wing can be closed off and people can easily come and go in the public spaces; and make sure the spaces are easy to maintain, durable, and can be cleaned up quickly. We have a nice facility, and we want to take care of it."

An 8,000-square-foot commons serves as the hub of the community wing of the building and as cafeteria space as well. The commons links several of the core areas of the school, providing access to the auditorium, spectator gym, auxiliary gym, natatorium, and academic wing. The linear surge space is large enough to accommodate two or three simultaneous events and ample public parking is located just outside the main entrance.

"We used a higher quality furniture in the commons space because of the multi-use requirements," says Reiter. "The tables are all on locking castors and can easily be rearranged." He adds that acoustical panels around the high ceiling help control sound, and a terrazzo floor allows for easy clean-up between events. "Planning for community use takes a lot of common sense. But if these buildings are open and busy in the evenings and on the weekends—that's a good use. They're a part of the neighborhood."

WILSON MIDDLE SCHOOL; MUNCIE, INDIANA

Community use of the building is primarily kept to one side, while classrooms are located in the academic wing, which can be shut off from the public side. The main entry and commons space provides access to community portions of the building.

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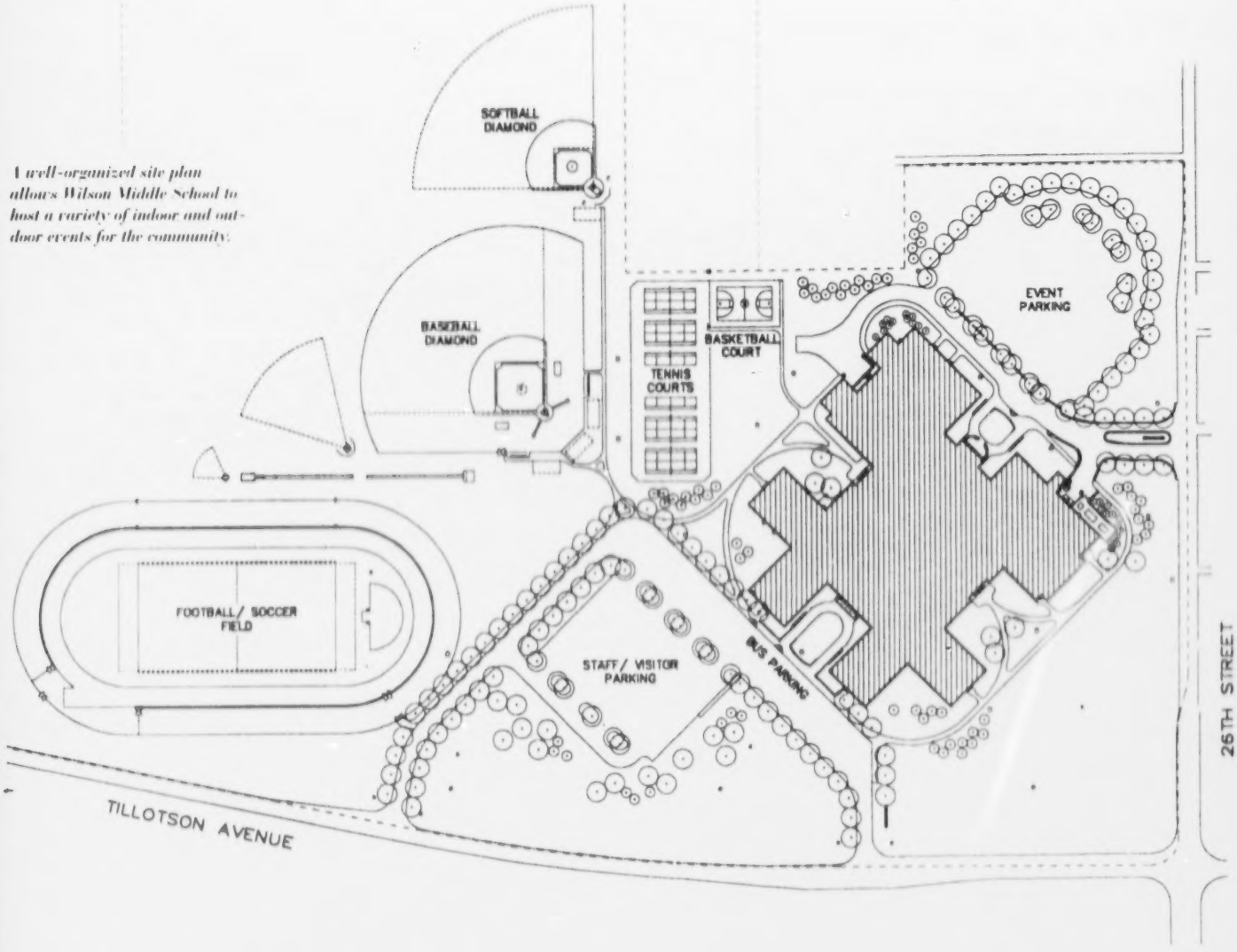
A well-organized site plan allows Wilson Middle School to host a variety of indoor and outdoor events for the community.



4

Design Details

"When you talk about building design and security—one of our buildings has 70 exterior doors. Can you imagine? I don't need 70 doors."

–Dr. Betty J. Davis, Assistant Superintendent, Curriculum Management, Pontiac School District, Michigan

SECURITY
FUNCTION
ACCESS
STORAGE
AESTHETICS
CIRCULATION
MAINTENANCE
ENERGY
SITING
SIGNAGE

No matter how experienced the architect, every school design project represents a challenge and, when the project is completed, a set of lessons learned. Changing concepts and standards in educational programs, new technology, building code modifications, and an ever-evolving array of design options and products—ranging from roofing systems to building alarms—mean that with each school construction project, the building team breaks new ground—not just literally, but in planning and design.

The design challenge is compounded when the school plans to host community activities on a regular basis. The varied needs and issues of a broad group of users—essentially a secondary tier of "clients"—come into play. In addition to the basic problems addressed through effective building zoning, design considerations must include adequate security, ample and convenient storage, clear entry demarcation, effective building signage, energy conservation, appropriate lighting, and durable finishes and furnishings.

Security issues affect a number of planning and design factors in modern school construction. Can visitors park in a convenient, well-lit location and walk safely to the school building? Will they be able to find the front door easily? Will they be "screened" by reception or administrative staff? Does the internal arrangement of space eliminate unsafe and unsupervised spaces at the ends of corridors and hallways and in hidden recesses? Can academic areas be closed off easily?

Inside and out, a number of other design features also play a role in securing schools and ensuring the safety of students and visitors. Appropriate building siting and access simplifies supervising duties for teachers and administrators while children are entering and exiting the school. While insufficient entries and fenestration may compromise

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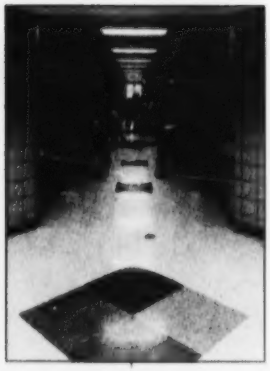
function and comfort, too many doors and unsupervised entry points become security headaches, as do windows through which a facility can easily be accessed. Landscaping, while integral to efforts to "de-institutionalize" educational facilities, may also serve as a hiding place for vandals and other unwelcome strangers if plans are not carefully conceived or the grounds are not maintained.

While some systems find that active community use actually reduces the risk of vandalism and theft, others require added security measures in terms of alarm systems and surveillance equipment. Interior finishes must be as durable as possible, yet attractive and easy to maintain. Careful use of glass in public areas; specifying metal, fiberglass, or wood furniture instead of upholstered furniture; and installing furniture, finishes, and fixtures that can't easily be damaged minimizes risk of destruction without hampering design quality.

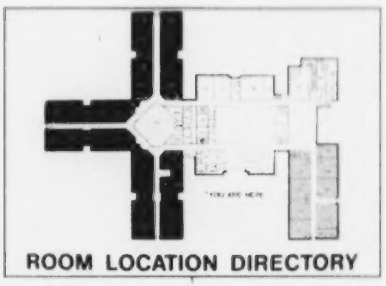
Energy conservation and controlling utility costs is also a driving factor in educational facility design. The ability to automate energy management functions and limit heating and cooling to areas in use has become a crucial operational requirement, especially when community use is involved. The use of small, modular boilers, for example, produces appropriate levels of heat and offers system redundancy. Separate ducted fan systems or independent cooling systems for specific areas can enhance such flexibility. Many automated energy management systems further support extended use of facilities by allowing administrators and school staff to program in after-hour requirements: if the gym is used on Saturday afternoons for basketball leagues, for example, or the auditorium is in use on Thursday evenings for choir practice, the system will automatically heat and cool those areas during the scheduled time period.



Exterior and interior signage and directional information is also a critical component of a well-designed school, especially one that welcomes the community. Color coding corridors and hallways simplifies circulation in a large, complex building layout. Associated plan directories or directional signage in visible locations minimizes confusion and the likelihood of visitors wandering through the school.

Many schools anticipating heavy use of their facilities by the community invest in flexible and durable furnishings that withstand wear and tear and accommodate varied use. Seating in commons, cafeteria, or auditeria space, for example, must often be lightweight and stackable to facilitate rearranging and storing. Tables should also be lightweight and portable with simple mechanisms for storing and setting up. Many models also offer adjustability for use by small children as well as older students and adults. Upholstery, if specified, is typically a highly durable and dark fabric that wears well.

Contemporary options in floorcoverings, window treatments, and wall finishes offer increased wearability over those available in the past. Stain-resistant carpeting, for example, can now be used in an auditeria setting. Terrazzo, long an industry standard in school design, still holds as one of the best options for high-traffic areas. In an ever-changing design environment, terrazzo remains a constant: easy to clean, durable, and attractive.



Color coding in the corridors at Wyandot Run Elementary School in Powell, Ohio, helps direct visitors. A corresponding directory provides orientation and serves as a legend to the facility coding system.

Flexible furniture eases the transition in public areas from student to community use. Flip-top tables with castors and simple mechanisms are easy to rearrange and store. Versatile seating, such as high density stack chairs with polypropylene, upholstered, or wood veneer seats and backrests, works well in cafeterias, auditorias, and meeting and training rooms.

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WARREN CENTRAL HIGH SCHOOL; INDIANAPOLIS, INDIANA

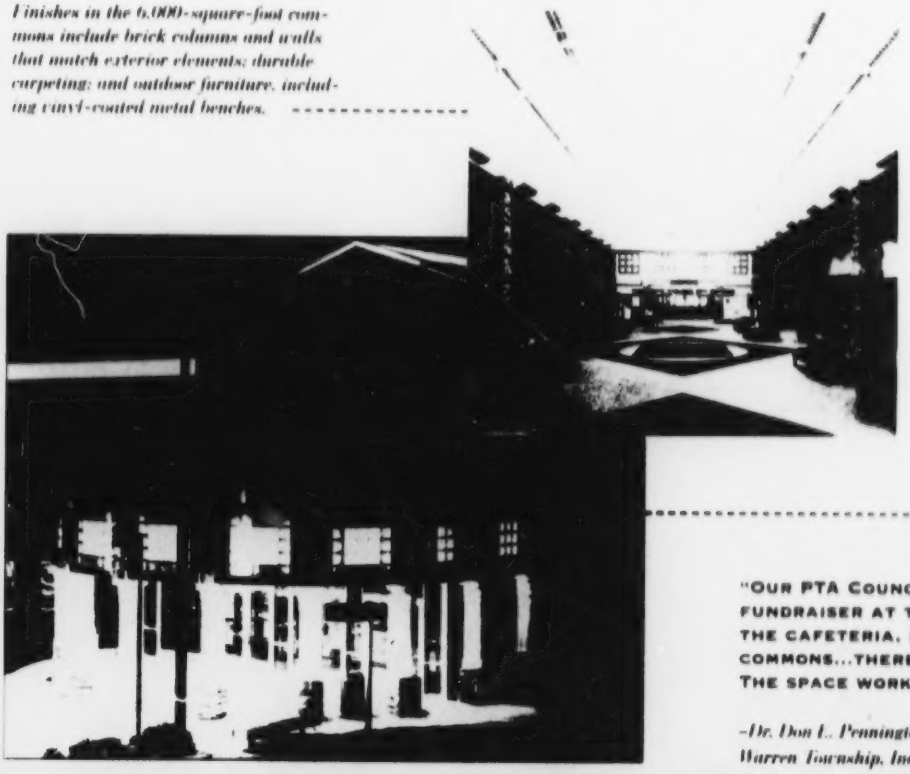
When the Metropolitan School District of Warren Township embarked on its latest building program for Warren Central High School, the first decision made was the biggest: they determined, in essence, that the school needed to be turned completely around. A series of prior additions and renovations since the original construction in 1959 made access and circulation difficult. For many years, the school's convenient "back door" had been the most popular entry, meaning that only first-time visitors who didn't know their way around used the building's front entry on the south side.

Relocating the front entry to the northern, more accessible side of the building—previously the back entry—simplified visitor entry and created a focal point for the high school's new front facade. The canopied entry leads to a new 6,000-square-foot commons area with access to the cafeteria, media center, and administrative offices.

Scale was important to the success of the commons space, where many of the 2,700 students of Warren Central High School gather between classes. The two-story, skylit space provides a bright and cheerful environment, in which a sense of being outdoors is evoked through ample light, open space, and use of exterior materials and furnishings.

The commons provides surge space for the cafeteria, which is frequently used for after-school functions. The cafeteria is designed to be divisible for small groups and is equipped for audio-visual presentations. The high school also houses many adult and in-service education programs, for which separate parking and access is provided. A day-care center is located in one corner of the building with its own entry, drop-off area, and playground. The center serves children of the faculty and staff and provides instruction in early childhood development for students.

Finishes in the 6,000-square-foot commons include brick columns and walls that match exterior elements; durable carpeting; and outdoor furniture, including vinyl-coated metal benches.



The new main entrance at Warren Central High School is a focal point for the remodeled and expanded facility, clearly signaling the front entry for visitors, community users, and students.

"OUR PTA COUNCIL RECENTLY HELD THEIR ANNUAL FUNDRAISER AT THE HIGH SCHOOL. WE HAD A FISH FRY IN THE CAFETERIA, BOOTHS FOR COMMUNITY GROUPS IN THE COMMONS...THERE WERE OVER 6,000 PEOPLE INSIDE AND OUT. THE SPACE WORKED VERY WELL AND IT WAS A BIG SUCCESS."

–Dr. Don L. Pennington, Superintendent, Metropolitan School District of Warren Township, Indiana

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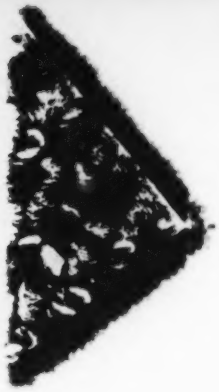

Construction and dyeing technology in modern carpet manufacturing has resulted in a number of wear-resistant floorcovering options suitable for high-use areas. Many carpets feature stain-resistant, antimicrobial properties and are able to withstand direct sunlight and heavy traffic without fading or showing signs of wear.

Easy to clean and maintain, terrazzo and terrazzo tile offer an attractive yet durable option for high-traffic areas. Cleaning and polishing keep terrazzo looking new for years—even decades. Food service areas often require ceramic or quarry tile with a "non-slip" texture.

Darker colors and durable fabrics work well for upholstered seating in public areas.

DAKOTA HIGH SCHOOL; MACOMB, MICHIGAN

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Design Details

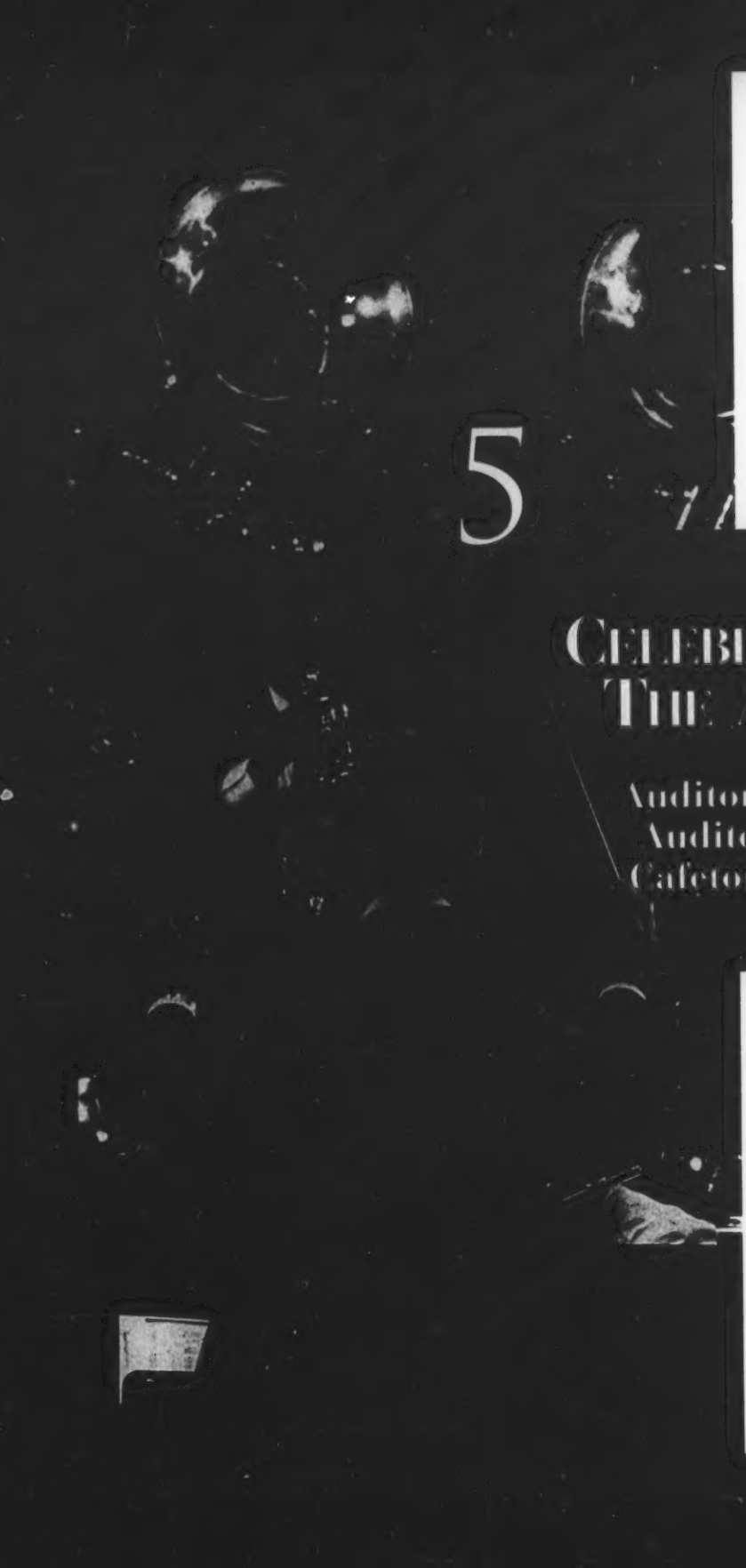
Accommodating computer technology—now routinely integrated into K-12 curricula and available in adult education programs—involves planning for hardware and software requirements, as well as voice, data, and video resources.

An automated energy management system at Edison Elementary School in Hammond, Indiana, offers versatility in heating, cooling, and lighting the school. Adjustments can be made to any area of the building without impacting the rest of the facility; usage can be monitored, and specific problems can easily be diagnosed. Students can interface with the system through their computer network to check weather conditions such as outside temperatures and wind speeds.

The system can also be programmed to accommodate regularly scheduled evening or weekend use of a particular space—such as the gym or media center—without requiring a custodian to be present. A motion detector system turns lights on and off, and alerts security, police, and administrative staff to the presence of potential intruders.

Settings that require increased comfort, such as the auditorium and lecture hall at Ocean Lakes High School in Virginia Beach, Virginia, call for padded, upholstered seating, preferably in darker colors.

The entry of Hamilton Southeastern Junior High School in Fishers, Indiana, provides clear direction to the public wing of the building and offers extensive natural light.



5

Celebrating The Arts

Auditoriums. Auditerias. Cafetoriums

"With this opening, we are heightening the artistic opportunities of our entire community. This facility allows us to interweave the Arts through Otsego County like a golden thread, enriching the very fiber of our town."

from the dedication program for the opening of the Alan L. Gornick Auditorium at Gaylord High School, Gaylord, Michigan, February 1995

AUDITORIUM

AUDITERIA

CAFETORIUM

Auditorium:

Designed for performances and large assemblies. Fixed seating, sloped floor, stage, theatrical rigging, acoustic sound reinforcement design, theatrical lighting and sound systems, stage support areas

Auditeria:

Primarily designed as performance/assembly space; also serves as a cafeteria. Portable seating, tiered floor, stage, theatrical rigging, acoustic sound reinforcement design, performance lighting and sound systems, stage support areas

Cafetorium:

Primarily designed as a cafeteria; also serves as performance/assembly space. Portable seating, level floor, stage or raised platform, acoustic treatment, simplified performance lighting and sound systems, multi-use areas often designed to provide stage support

IMLAY CITY HIGH SCHOOL AUDITERIA

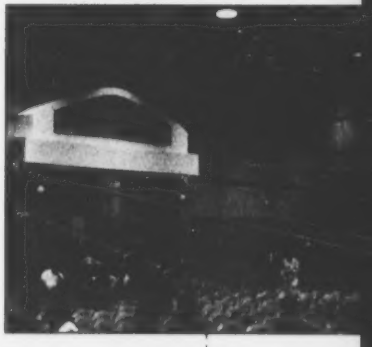
Designed as a community-centered facility for Imlay City, Michigan, Imlay City High School's auditeria met school system criteria for highly flexible space. Auditorium-style seating accommodates nearly 500; for dining functions, the auditeria seats nearly 400.

The auditeria features a full-size working stage, theatrical lighting and curtains, acoustical sound reinforcement, a catwalk, and a sound and light control room. During the day, portable furniture facilitates use as a cafeteria and study hall. Clerestory windows with electronic blinds provide natural daylight.

While K-12 schools have always embraced the performing arts—encouraging students early on to develop their dramatic and musical talents and expressive interests—schools today host a much broader array of community performances and cultural events than ever before. School-based performances are no longer limited to a modest schedule of assemblies, band concerts, and annual musicals—encompassing entertainment and instruction ranging from symphony concert series, dinner theater programs, and barbershop quartets to community award programs, lecture series, and town meetings.

The facilities that house the performing arts in primary and secondary schools are becoming as varied as the programs themselves. School systems have embraced options beyond building either a full-scale auditorium or "making do" with a lackluster and often disruptive cafeteria setting. The need to maximize use of space and stretch construction budgets has led to the emergence of *cafetorium* or *auditeria* space. The results demonstrate that flexible sound and lighting systems, portable furniture, durable finishes, and creative use of space can almost magically transform a brightly lit and efficient cafeteria setting into a dramatically lit, intimate theater.

Ideal for elementary schools in particular, commons areas and cafetoriums are flexibly designed spaces primarily geared to dining and food service activities, but accommodating to assemblies and stage performances as well. Portable furniture and flexible seating allow multiple arrangements for meetings and performances; a raised stage or platform facilitates viewing from a level floor. Terrazzo wears well in a high-use area such as a cafetorium, while new stain-resistant carpets offer acoustical benefits. Though cafetoriums typically provide a high level of natural light, window treatments that mask daylight and multi-level dimming systems provide flexibility to create performance lighting.



Crestview School Auditeria

The auditeria at Crestview School in Conroy, Ohio, features a full stage and theatrical lighting, sound, and acoustical systems. In addition to use by the school's K-12 students, the auditeria hosts recitals, community players' drama programs, wedding receptions, dance clubs, banquets, and activities for senior citizens.

The 10,283-square-foot auditeria at Crestview School seats 500 during performances and doubles as a K-12 dining area during the day. An operable wall creates separate elementary and junior/senior high dining rooms.

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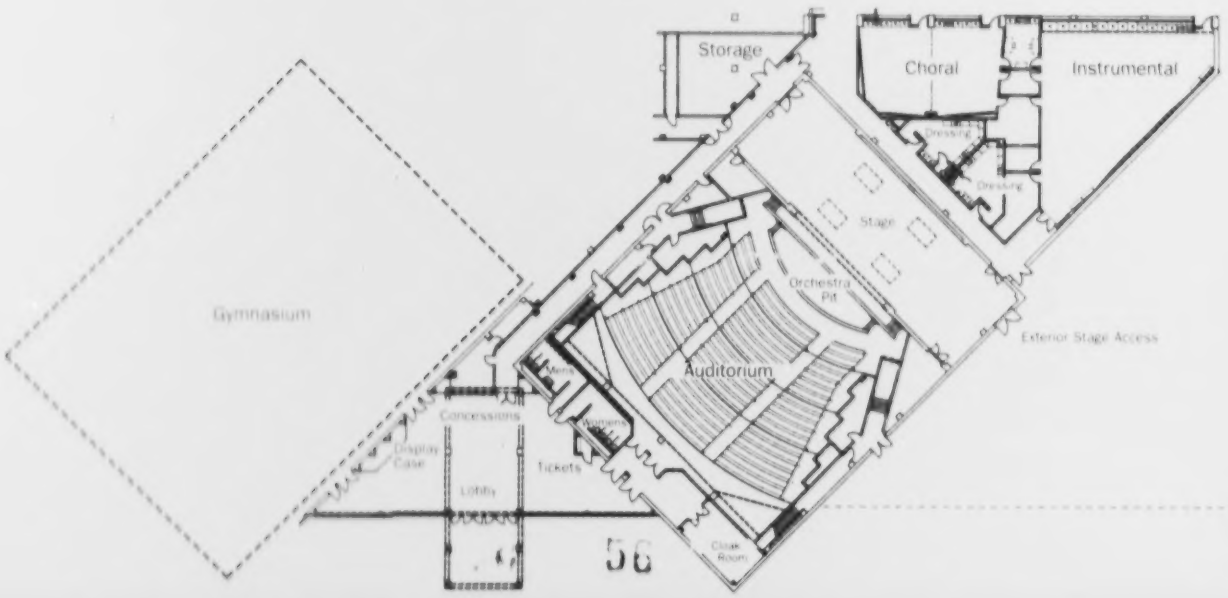
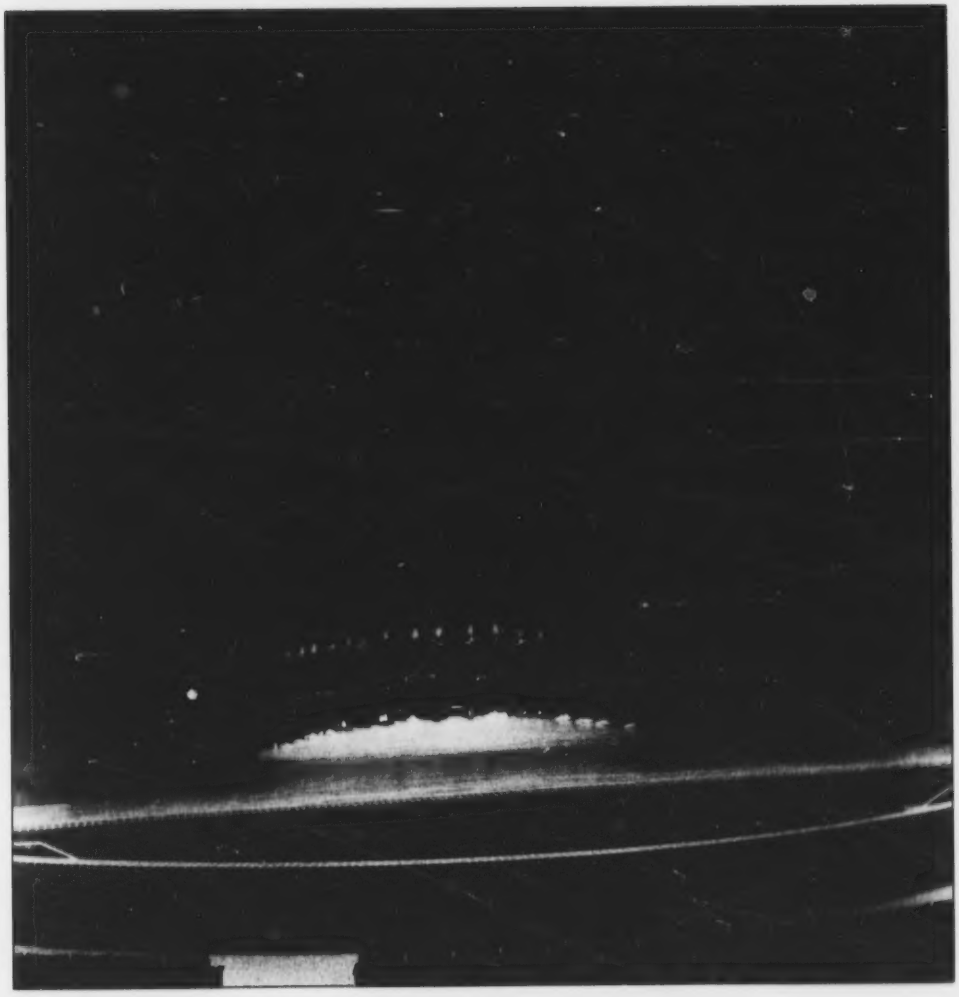
Increasingly popular with community dinner theater groups and organizations hosting banquets, auditerias offer more of a traditional auditorium setting through the inclusion of stepped, or tiered, flooring. The auditeria concept has proven successful in accommodating the daily activity and wear and tear of a standard cafeteria through the use of portable seating and table arrangements and highly durable finishes. Carpeting is typically a sturdy, stain-resistant composition; color and pattern variations can improve awareness of the tiered floors and prevent missteps. Acoustical treatments and theatrical sound, lighting, and rigging systems enhance stage use.

Many school systems find that a traditional auditorium is still needed most—especially at the high school level or if the community lacks a facility for local performances. Offering a professional theater setting, auditoriums provide opportunities for students to learn performance production skills comprehensively, while supporting a wide range of community needs. Schools constructing full-scale auditoriums today often build formal relationships with local performing arts groups, entering into partnerships to help win support for the auditorium in fundraising, establish usage agreements, and increase community awareness and appreciation for the arts.





Marysville High School Auditorium

The 750-seat auditorium at Marysville High School in Marysville, Ohio, includes an orchestra pit, dressing rooms, projection control room, and property room. The 6,900-square-foot theater features a complete sound and lighting system and is acoustically tuned through the use of angled and stepped sidewalls, acoustical reflector panels, and a sound absorptive rear wall. The stage equipment system includes a fire curtain, valance front curtain, borderlights, legs and picture sets, mid and rear stage travelers, and a scenery roller.

The auditorium shares a large public lobby with the gymnasium. The entry area includes concessions and ticket sales areas.

Northview High School Auditorium

Northview High School in Brazil, Indiana, includes a 650-seat auditorium with a full working stage, orchestra pit, and dressing rooms. The facility is heavily used by the community, including the Indiana State University symphony.

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DAKOTA HIGH SCHOOL AUDITORIUM

Dakota High School in Macomb, Michigan, features a 1,000-seat auditorium with a full-working fly stage and orchestra pit. The facility has sloping main floor seating and tiered seating from the first to the second floor level, and also includes dressing rooms; a property storage workshop; a catwalk system; a large, centrally located control room; and various side bay and follow spot decks.

Regularly used by local theater groups, the Petoskey Middle School auditorium has full sound and lighting systems, stage rigging, a recessed orchestra pit, catwalk, projection room with a spiral staircase, and acoustical wall treatments. A theater planning committee, composed of school and community representatives, met monthly during the planning process.

COOPER CITY HIGH SCHOOL AUDITORIUM

A double-sided stage at Cooper City High School in Florida allows for both traditional auditorium and outdoor amphitheater performances.

PETOSKEY MIDDLE SCHOOL AUDITORIUM

The 550-seat auditorium at Petoskey Middle School in Petoskey, Michigan, features a folding wall that permits dividing the facility into 200-seat (upper) and 350-seat (lower) large-scale instructional spaces. A portion of the seating has tablet arms for instruction sessions.

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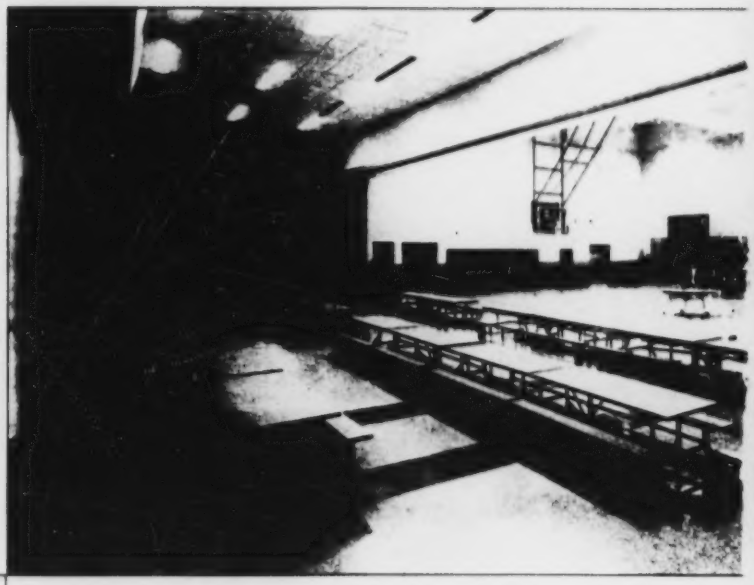
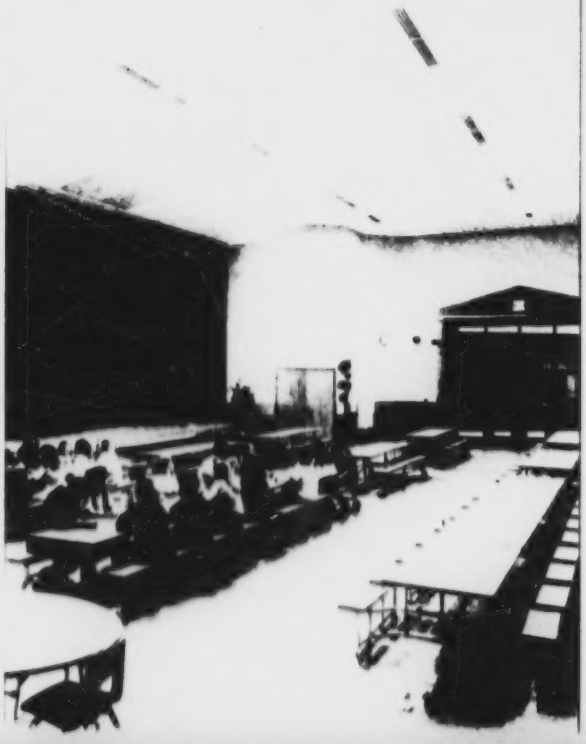
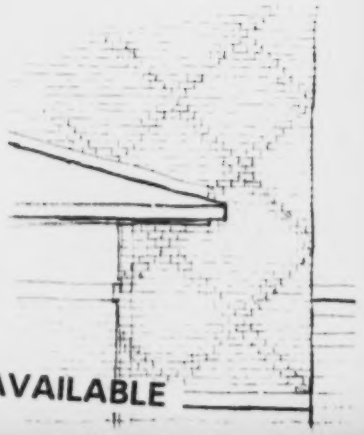
Anna Elementary School Commons

Two operable walls add flexibility to the commons/cafeteria at Anna Elementary School in Anna, Ohio. Acoustical ceiling treatments over the stage area provide sound reflection, absorption, and naturally enhanced reverberation. The area's fluorescent and track lighting system includes dimming capabilities. The stage rigging includes the main curtain, borders, and a cyclorama curtain that creates wing space—all of which can be drawn back and hidden away in "pockets" behind doors when the area is in use as a music room.





The commons/cafeteria at Anna Elementary School can be transformed into community assembly space for over 1,000 when opened to the adjacent gymnasium.



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ALAN L. GORNICK AUDITORIUM; GAYLORD HIGH SCHOOL, GAYLORD, MICHIGAN

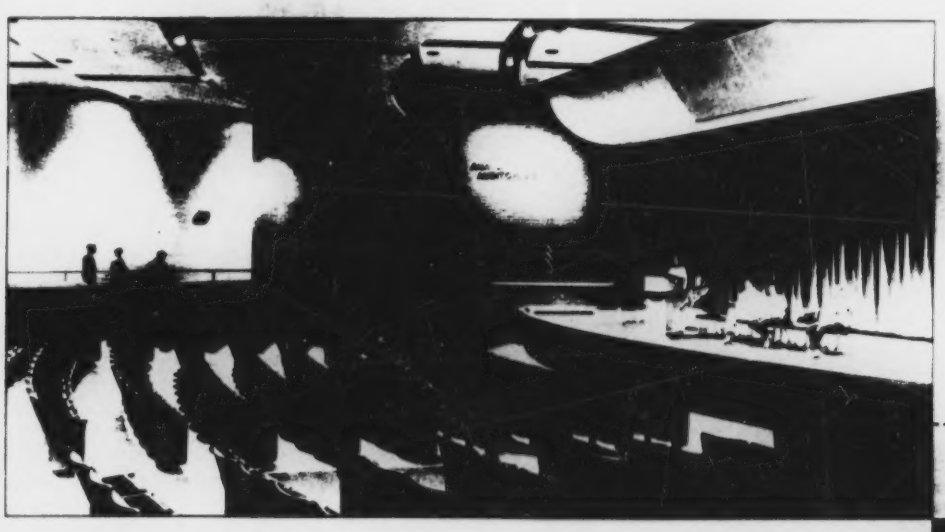
When the [illegible] school system began [illegible] for its new 1,200-[illegible] school, it called upon members of the local arts community to take part in the process. The town of Gaylord did not have an auditorium, and representatives of the arts council, symphony band, church groups, dance troupes, choirs, and a number of other interested citizens readily responded to the challenge and began meeting with the architectural team.

Chief among the auditorium committee's recommendations was the inclusion of an orchestra pit. Although this feature was not accommodated in the preliminary budget, the committee determined that other components that could be added later—including sound, lighting, and curtain equipment—should be cut from the initial construction budget, confident that future fundraisers would enable the school to add these items later. (A subsequent private donation permitted these systems to be included in the original construction.)

The committee also took time to explore the issue of size carefully. The group sought a facility large enough to accommodate major performances for the community, yet one that still held an intimate quality for the seating. "The committee also brought to our attention the issue of royalties," says Gaylord Community Schools Superintendent Mason Buckingham. "Royalties that must be paid on

Theater and musical performances and large-scale instruction groups are easily accommodated in the 9,100-square-foot auditorium, while a music suite adjacent to the stage doubles as both dressing room/staging space and as music classrooms during the day.

The auditorium features a sloped theater floor structure; accessibility elements include level access directly to the stage along one side, a bridge to the projection booth from the second floor commons area, and a chair lift in the recessed orchestra pit.



"Our first major school/community performance was 'The Music Man,'" says Gaylord Symphony Band Director Ralph Schweigert. "The interaction between the kids and the members of the community was really exciting."

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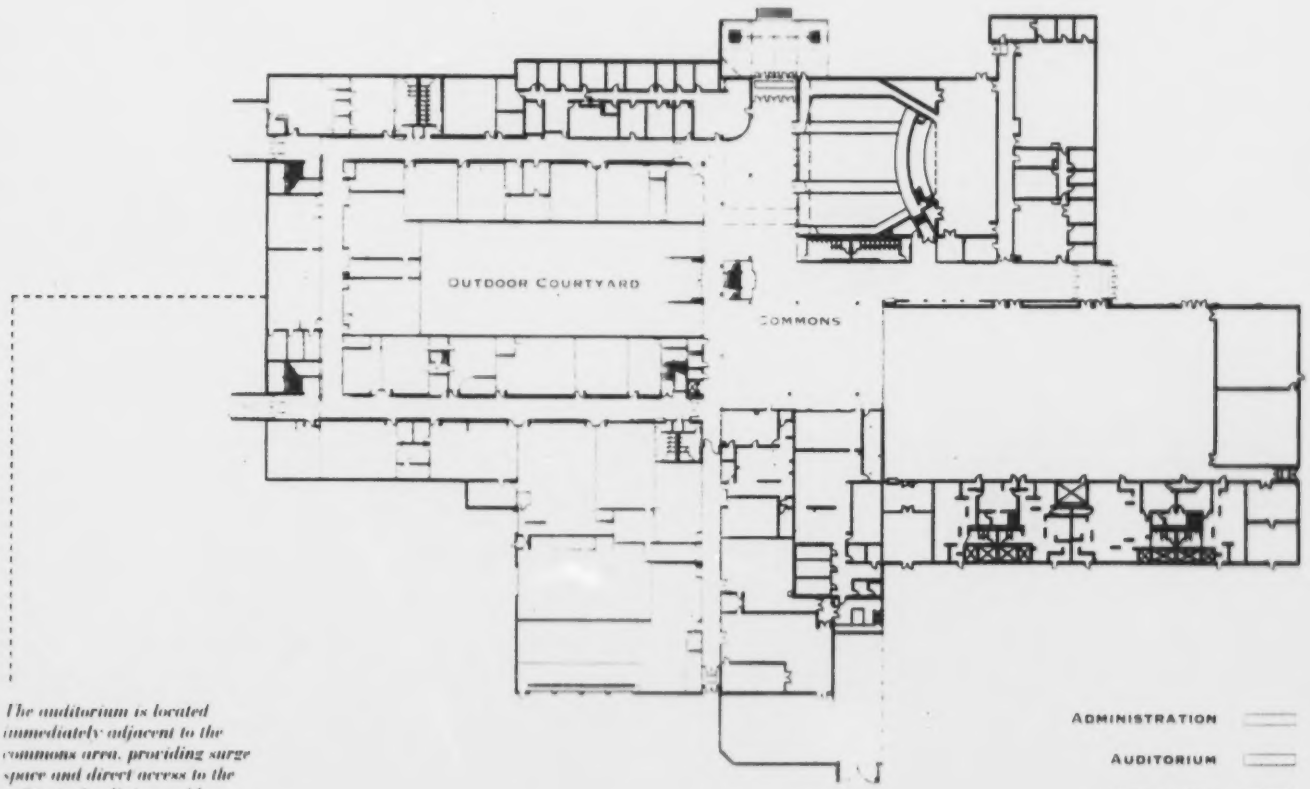
plays are determined by the number of seats in an auditorium, not the actual attendance. This was another reason to keep the size limited."

The resulting 600-seat theater complex, the Alan L. Gornick Auditorium, features a 1,300-square-foot stage large enough to accommodate the 100-person Gaylord Symphony Band as well as numerous smaller-scale performances. Over 600 square feet of space in each of the offstage wings provides ample stage support. The recessed orchestra pit enhances major musical performances, yet features an extended pit cover for thrust stage settings and to ensure student safety.

"The committee reached a compromise on the proscenium," says Buckingham. "The needs for dramatic performances in terms of its size and the space behind are much different than for band or orchestra performances, where a thrust stage is required. We added sound deflector panels behind the proscenium to project sound."

"Our committee has stayed together since the opening of the auditorium," adds Buckingham. "They are now working on use policies, such as whether to allow video cameras. Their support and involvement has been extremely important, and the performances we've held have been a big success. I'd say the drama program in our high school has doubled in interest as a result of the community performances."



The auditorium is located immediately adjacent to the commons area, providing surge space and direct access to the cafeteria for dining and banquets. The academic wings of the school can be closed off while the community enjoys evening programs in the performing arts wing.

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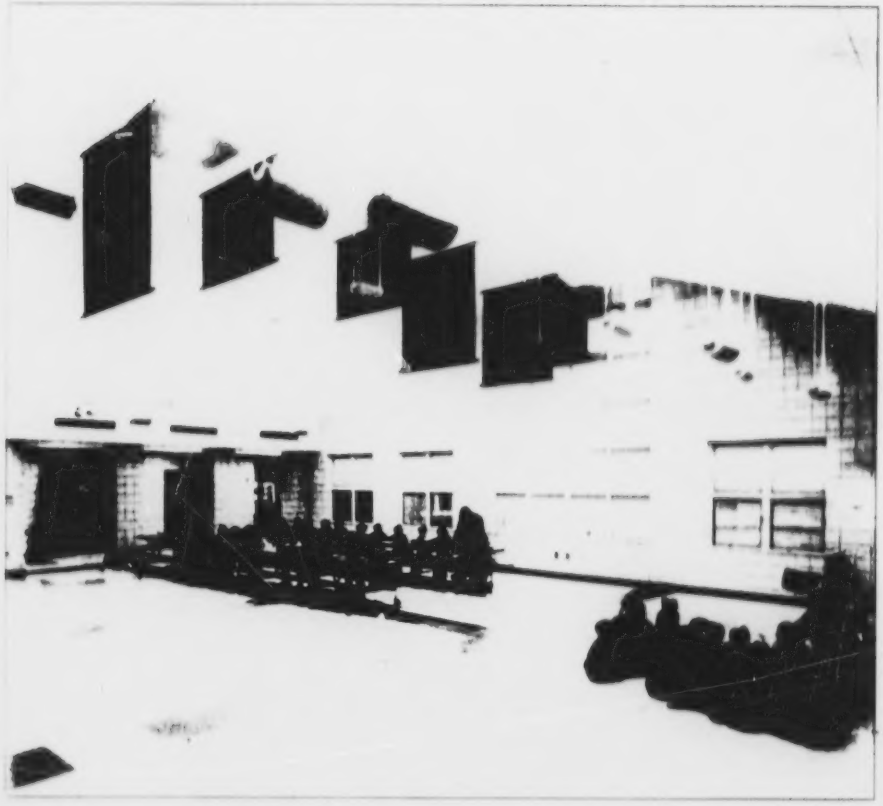
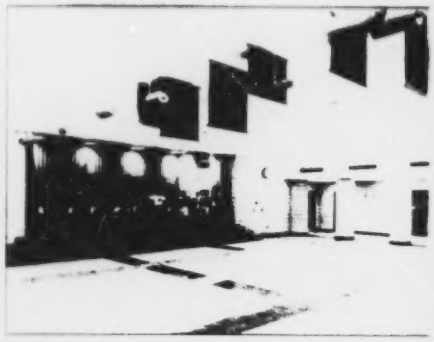
WYANDOT RUN ELEMENTARY SCHOOL COMMONS; POWELL, OHIO

"We call our space a commons," says Olentangy Local School District Superintendent Keith E. Richards of the large multi-use space at Wyandot Run Elementary School. "It works exceptionally well. We have a lot of community use: PTA functions, chamber of commerce meetings, scout groups, the annual DARE graduation—we've used it for everything from egg hunts to pancake breakfasts. It has great flexibility."

The commons functions daily as a cafeteria, with staff dining and a full-service kitchen adjacent to the colorful, brightly lit space. Carpeted steps and a stage area at one end facilitate performances; operable walls also permit use of the stage area as a classroom. For large functions, such as the school's winter concert, the stage area also opens to the gymnasium on the other side, which accommodates larger audiences and enables the commons side to serve as off-stage space.

Though Richards describes himself as a "fan of the performing arts"—noting that he believes "communities should be building auditoriums, especially at the high school level"—he says the commons/cafeteria space at Wyandot Run is "a good, efficient use of space." He adds that he is pleased at the level of community use of the commons: "The community should be able to use schools freely, within reason. Schools belong to the community."





The small 18" high stage includes a proscenium opening and curtain. Students can sit on the wide steps, and portable risers can be brought onto the stage.

Banners and brightly colored suspended trapeze lighting create a fun, welcoming space for students and the community.

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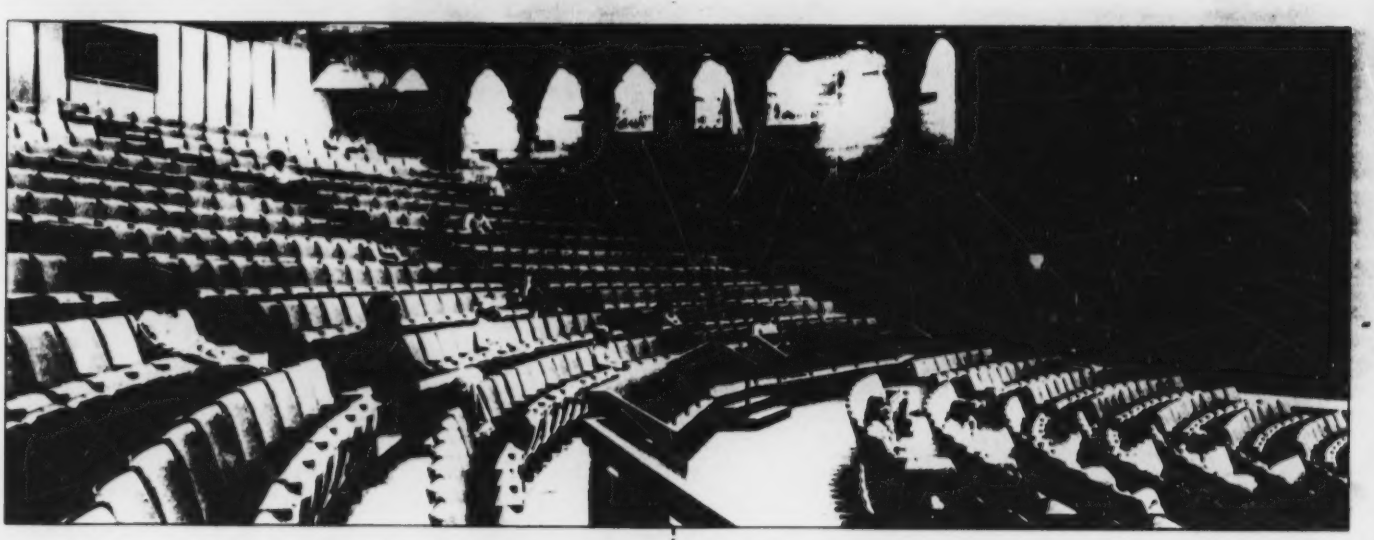
Southside Community Educational and Recreational Facility Auditorium; Elmira, New York



A 900-seat theater is at the heart of Elmira, New York's, Southside Community Educational and Recreational Facility. Built in three wings totaling over 237,000 square feet, the high school was conceived with community use in mind from the start, and plans for the theater were no exception. "Southside is open almost every day and night," says retired principal Jerry O'Dell, who helped guide the planning process for the 1,700-student school. "The auditorium is widely used by the community for musicals and plays, dance recitals, and meetings. Scheduling often presents a challenge, but it's a great way to use a school."

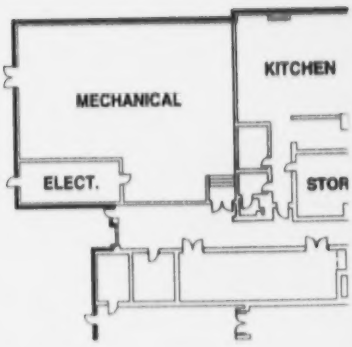
Barrier-free, the auditorium features a sloping floor for optimum views from every seat. An orchestra pit is large enough to accommodate a large band and features a hydraulic lift for conversion to a thrust stage. The theater has a full loft and "T" track rigging system; performance lighting and sound systems, including a multi-scene dimmer board controlling 100 lights and 30 circuits; an intercom system linking technicians throughout the theater to the stage manager; and lighting and sound controls at the rear of the house. Two additional lighting bay areas are available for use during community meetings.

Stage support areas include a green room, scene shop, men's and women's dressing rooms and showers, costume room, and storage preparation area. At the rear of the theater, a television/radio studio adds versatility to the theater's function, accommodates classes in broadcast media, and supports production activities for community programs. The nearby music suite contains a library, rehearsal classroom, uniform storage room, practice rooms, vocal and instrument rehearsal rooms, a workroom, and an equipment storage area.

The 900-seat theater at Southside provides an opportunity for students to perform in a professional playhouse setting. The theater is extensively used by the community as well.

Southside is designed as a recreational, cultural, and educational building for the entire community.

Hamilton Southeastern Junior High School Auditeria; Fishers, Indiana



The auditeria at Hamilton Southeastern Junior High School hosts a variety of events, including dinner theaters and banquets facilitated by the proximity of the food service area.

Now home to craft fairs, worship services, cub scout banquets, and dinner theaters, the auditeria at Hamilton Southeastern Junior High School functions productively as auditorium, cafeteria, and multi-purpose assembly space. The facility provides seating for 300 for dining purposes and 500 for performances, and also serves as a study hall.

"The auditeria works extremely well for us," says Principal Roger Norris. "The sound system is superior to that of a typical cafeteria. The lighting and acoustics are wonderful. You can really see and hear the difference—our choir sounds so much better than they did when they had to sing in a gym."

Norris adds that changing the cafeteria-type seating to auditorium seating is not difficult, and that flexibly designed space in proximity to the stage provides support areas for performances. "We have a couple of small dressing rooms, and the teachers' dining room is connected to the stage through a back hallway—the kids can use it as backstage space."

The auditeria design echoes the exterior treatment of the building, and features brick side walls, a brick proscenium wall, tiled columns, and angled drywall bulkheads. Carpeting and a suspended "acoustical cloud" system of reflector panels provide sound reinforcement within the space. Norris notes that the tiered floor, which features alternating carpet colors, has not presented a problem for dining arrangements—or even dances. "We hold our eighth-grade graduation dances in the auditeria because it's a more inviting atmosphere than the gym."

Other large, non-athletic events hosted by the school have included a community craft fair and a regional girl scout gathering. According to Norris, these events took place in the auditeria, the gyms, and "just about every inch of the community wing of the school."

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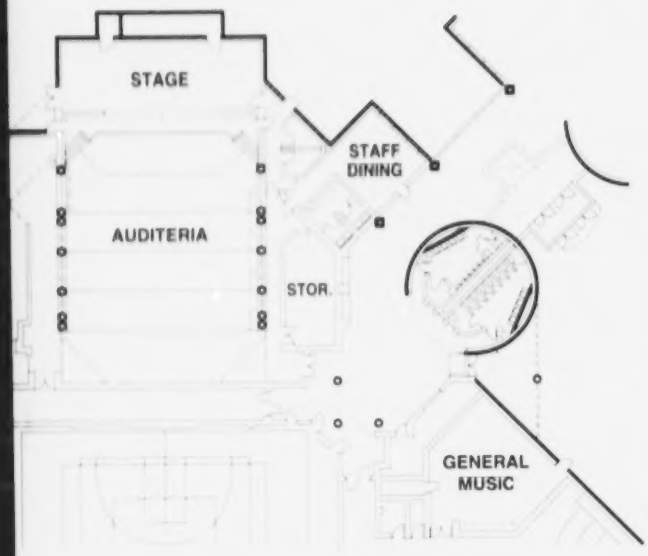

The public area of the junior high school is housed in the left wing; academic areas lie to the right.

Rockville Junior/Senior High School Auditeria

The 400 seat radius style auditorium at Rockville Junior Senior High School in Rockville, Indiana, features a stage platform, 16 mm motion picture projection booth, dressing rooms, and theatre lights. The auditorium, which can be set up as a dinner theater, has become a focal point for community activities.

Seating in Rockville Junior Senior High School's colorful auditorium can easily be rearranged for performances and meetings. The facility has alternative carpet colors on the tiered floors.

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NORTH HARRISON HIGH SCHOOL

The 10,400-square-foot auditeria at North Harrison High School in Ramsey, Indiana, is used as a cafeteria and study hall during the day, and, after hours, as a theater and performance hall. A conveniently located food service area facilitates use as a dinner theater. The large stage features dead-hung rigging, a catwalk system, dressing rooms, and property storage. A central control room and follow spot decks are also included. The auditeria includes booth seating along the perimeter. A different carpet color along the edges of the steps brings attention to the tiers, as does a low voltage nosing lighting system.

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At South Ripley Elementary School in Versailles, Indiana, dynamic three-dimensional space and quality finishes highlight a 2,500-square-foot cafetorium.

A two-sided stage accommodates a variety of functions at South Ripley Elementary: when open to the cafetorium, the space works well for smaller productions; over 800 can be seated when the stage is open to the gymnasium side. The stage also serves as a full-size music classroom through the use of acoustically rated folding walls.

SOUTH RIPLEY ELEMENTARY SCHOOL

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6

Recreational Facilities

"Sports provide a critical dimension to the health and welfare of our students. Through our community partnership with the Dads Club, we see kids starting out at five years old and staying active through high school. Thousands of kids are involved every year—it's a tremendous benefit to our schools."

–Dr. B. Stephen Tegarden, Superintendent, Carmel Clay Schools, Indiana

STRENGTH

TEAMWORK

SELF ESTEEM

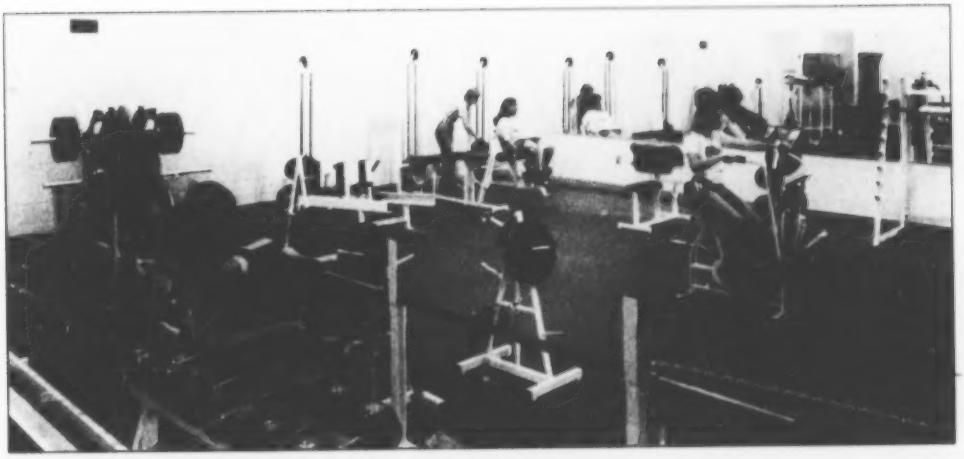
The 7,000-square-foot gymnasium at New Britton Elementary School in Fishers, Indiana, seats 350 spectators and was designed for after-hours use by the public. The gym can be secured from the rest of the building and public restrooms are accessible.

"Recreation is a very big part of what we are doing in Hamtramck. If we can get students to feel better about themselves through recreational activities—and build up their self esteem—they're more likely to stay in school," says Dr. Thomas J. Beltramo, superintendent of Hamtramck Public Schools in Michigan. "And if we can get parents involved through recreation, and they see school as a safe, helpful place with resources for their kids, then we'll have better attendance and more support."

Sports and recreation represent the most popular community activities in K-12 schools throughout the country. Youth leagues constantly fill the baseball diamonds, football and soccer fields, indoor and outdoor basketball courts, and gym facilities on a year-round basis. As more and more people of all ages make exercise a regular part of their daily or weekly schedule, the availability of basketball and volleyball courts, weight and exercise rooms, running tracks, and swimming pools becomes a critical need within neighborhoods.

Recreation also presents an opportunity for school systems to link efforts with local agencies, such as municipal parks and recreation departments, to build and operate gyms, pools, ballfields, bike trails, concession areas, and spectator facilities jointly.

The natatorium at Wilson Middle School in Muncie, Indiana, seats 200 spectators. The six-lane, 25-yard pool with a one-meter diving board will be open to the community during the summer.



Well-equipped weight and fitness rooms such as this facility at Ocean Lakes High School in Virginia Beach, Virginia, often attract residents of all ages from nearby neighborhoods.

Many schools have successfully established partnerships with sports groups, businesses, and civic organizations to share athletic facilities and cooperatively run programs.

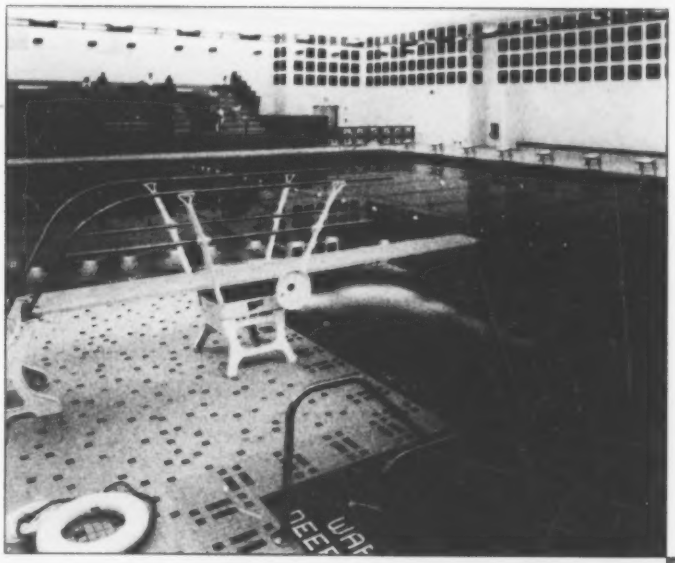
In Barrington, Illinois, the community sponsored the construction of four softball fields on the high school grounds. "We call it our 'Field of Dreams,' " says Dr. Frederic C. Vorlop, superintendent. "The fields are used by the high school girls' softball team and the P.E. department, as well as the Little League and other community softball and baseball programs for youth. This was a major fundraising effort for the community, and everyone has benefited."

The Carmel Clay Schools in Indiana enjoy long-standing support from the local Dads Club. "The Dads Club oversees all of our outdoor athletic facilities," says Dr. R. Stephen Tegarden, superintendent. "They not only maintain the property, they are very involved with the capital expenses. They've built fences, concession stands, press boxes, lights . . . they've essentially developed all of our outdoor fields. We offer them use of our indoor facilities on a non-fee basis. It's a very productive relationship, and it has really increased the availability of facilities for our kids – both during and after school."

The upper level of one of the gyms at Park Tudor School in Indianapolis, Indiana, features a fitness deck, an elevated running track, and locker space. The 600-seat gym includes a main basketball court, two cross courts, a volleyball court, weight room, and support areas.

RECREATIONAL FACILITIES

Strength, Teamwork, Self Esteem



Dakota High School's natatorium has a combination eight-lane 25-yard and four-lane 25-meter swimming pool with a diving well. The school system is currently exploring a "health club membership" program for the community.

Frequently used by senior citizens and others in the community, the six-lane swimming pool at Southside Community Educational and Recreational Facility in Elmira, New York, features two diving boards and a movable bulkhead to separate portions of the pool. Spectator seating accommodates 300 for competitive events, which have included the local senior olympic games and the New York Special Olympics. The natatorium is also frequently used for community classes in scuba diving and lifesaving. Athletic facilities at Southside also include two gymnasiums, a stadium, an all-weather track, and playing fields.

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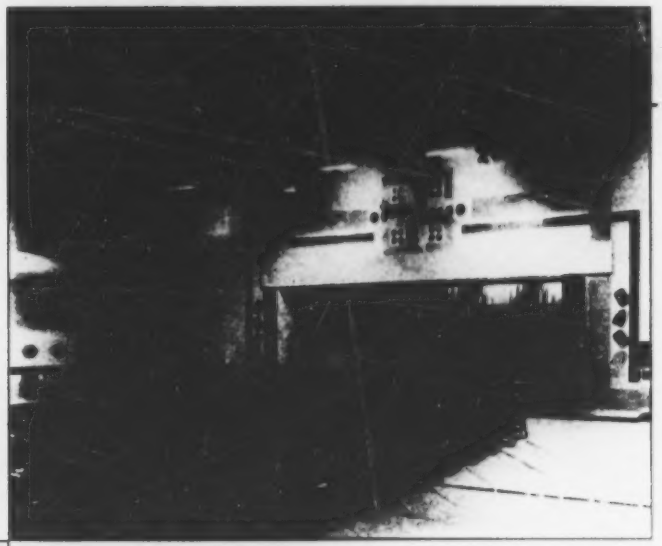

The gymnasium at Edison Elementary School in Hammond, Indiana, shares a two-sided stage with the commons area. A canvas tarp covers the wood floor during performances.

The gymnasium at South Ripley Elementary School in Versailles, Indiana, has a regulation-sized main basketball court with two full-sized cross courts and seating for 800. A two-sided stage opens into the gym to allow school and community performances to be presented to large groups. Independent internal locker rooms and restroom facilities enable the gymnasium to be used by the community while isolated from the remainder of the building.

The 2,000-seat gymnasium at Dakota High School in Macomb, Michigan, features a second-level running track.

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Hamilton Southeastern Junior High School; Fishers, Indiana

When the Do-Si Squares host their Spring Extravaganza at Hamilton Southeastern Junior High School in the spring of 1996, they will attract expert square dancers from all over the country. "Some of the top callers in the nation will be there," explains Jim Lewis, who is organizing the event with his wife, Lue. "We expect to have over 800 people. That's 100 squares of four couples each. We need a lot of room and the wood floors in the gyms are the best surface—it's a lot easier on our feet."

The dancers will find plenty of space to "load the boat," "exchange the gears," and respond to the more than 125 square dance calls they'll hear at Hamilton Southeastern. They will use both gyms: a 1,000-seat spectator gymnasium and an adjacent auxiliary physical education gymnasium. Conveniently located in the public wing of the building, close to visitor parking, concession areas, locker rooms, storage areas, a weight room, and restrooms, both gyms are "in constant use" according to Athletic Director Stan Morris—frequented by students, youth leagues, adult recreational programs, and a host of events ranging from dances to craft fairs.

"Scheduling is not usually a problem for us," says Morris. "Our junior high activities have priority. After that we allow use by other schools, and then the community." Athletic events have ranged from the Hoosier State Games girls' basketball tournament and local YMCA youth league activities to the regional and state cheerleading finals. "The gyms are used a lot by our community," says former PTO president Janet Belden. "There always a shortage of gym space in our area, and it would be silly to see the school sit idle. And if someone can freely use a school, they feel that it's more valuable to them."

The gymnasiums are easily accessible to the community, while the academic wing of the building can be closed during off-hour athletic events. Acoustically treated walls provide sound absorption between the gymnasiums and the adjacent music suite.

The gymnasiums at Hamilton Southeastern Junior High School have been used by YMCA youth leagues, girl scouts, the local 4-H and the PTO for its annual craft fair.

Indiana's Do-Si-Squares will host one of the largest square dance festivals in the nation in the two gymnasiums.

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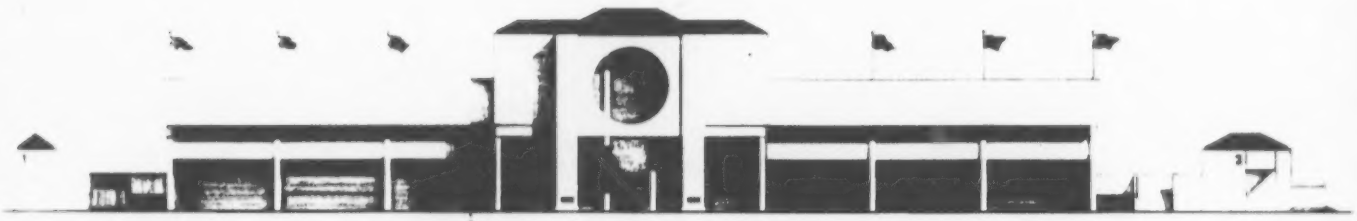
WHITING ATHLETIC COMPLEX; WHITING, INDIANA

When the town of Whiting first made the decision to improve its athletic facilities for Whiting High School, residents had no idea of the bonus use they would eventually realize in the new complex that resulted. The Whiting Physical Education, Athletic, and Administrative Complex features a wide range of recreational and sporting facilities—everything from softball fields to swingsets—as well as instructional and office space.

The Whiting complex is composed of three collocated yet diverse facilities: a football, track, and soccer stadium that includes a 1,900-seat grandstand with a press box, restrooms, concessions, and storage; a softball facility with portable aluminum bleacher seating for 480 as well as a press box, concession area, and restrooms; and a general education building housing three kindergarten classrooms, locker rooms, training, and laundry rooms.

"We needed to provide instructional space for our kindergartners," says Jim Buckley, former president of the Whiting School Board. "But we had no available land. It made sense to locate the kindergarten classrooms in the same administrative facility as the locker rooms and training space." The 22,000-square-foot building also houses offices for the district, as well as the school board meeting room.

The Whiting Physical Education, Athletic, and Administrative Complex was conceived with community use in mind at the earliest stages. "Our facilities are used by all types of sports groups," says Buckley. "We have soccer leagues, girl's softball for all age levels, football clubs...our track has walkers every day from 5:30 in the morning until midnight. I've seen teenagers out there next to people in their eighties."



Whiting's new stadium hosts a variety of sporting events and offers 24-hour access to the running track.

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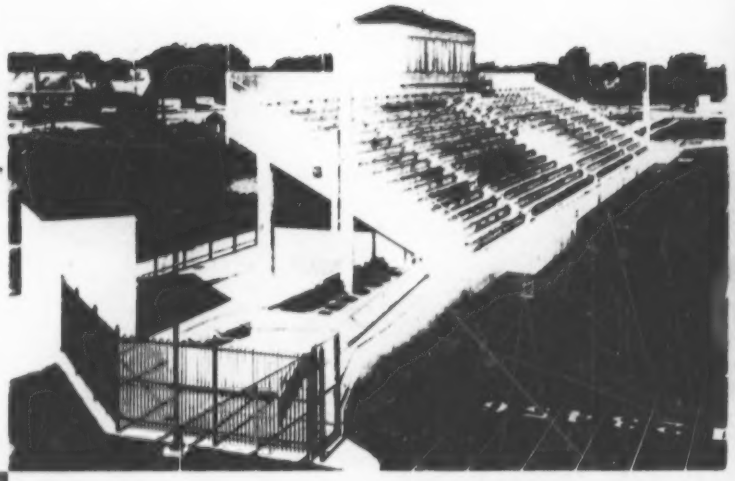

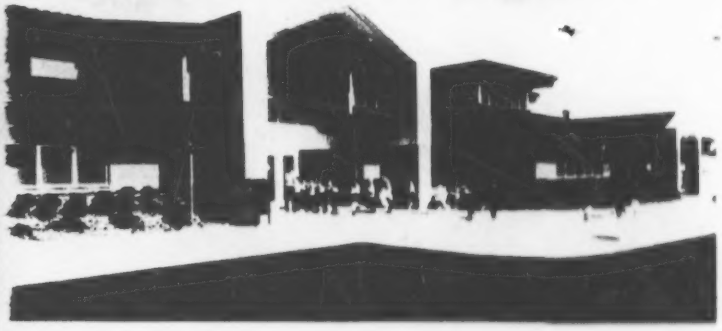

The Whiting complex includes three kindergarten and pre-school classrooms on the first floor. School offices and a meeting room are located on the second floor.

Whiting's multi-use complex includes early childhood classrooms, outdoor play areas, and high school athletic facilities, which are also used extensively by the local parks and recreation department and others within the community. A "Walk of Fame" near the grandstand contains the names of Whiting High School graduates in brick pavers.

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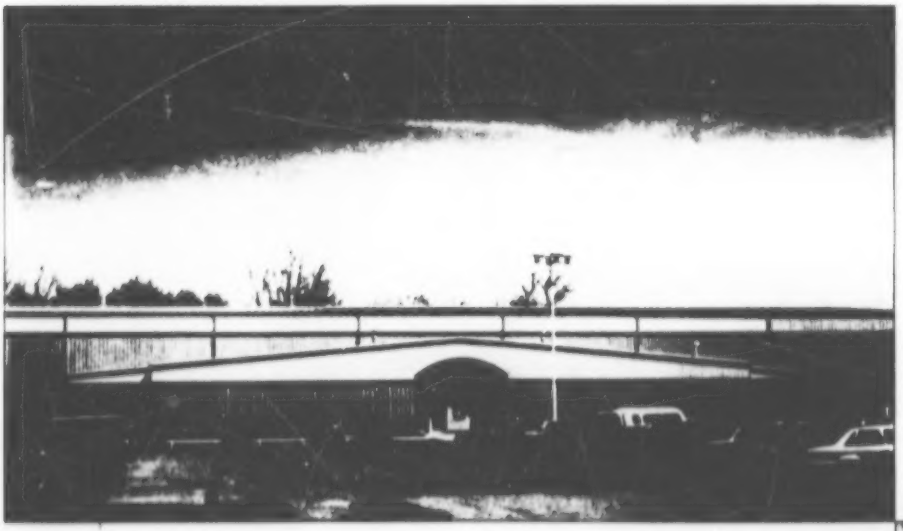
Armstrong Pavilion; Indianapolis, Indiana

A 40,000-square-foot building designed to promote involvement in sports by students and community members, Armstrong Pavilion is open on a year-round basis, often for more than 15 hours a day. Owned and operated by the Metropolitan School District of Decatur Township, the facility gives priority to the adjacent high school and middle school, but welcomes community use from within the township and the surrounding areas.

"We offer access to Armstrong Pavilion through either annual membership fees or single visit fees," says Wayne Fisher, recreation manager. "Many of the senior citizens in our township use the indoor track and the weight room. We specified multi-purpose fitness equipment that is easy to adjust, with options for low weights. The seniors can use the machines for stretching and building up flexibility and strength."

The basketball courts see constant use, according to Fisher. "A lot of residents use the courts early in the morning before they go to work, or in the evenings for a pick-up game." Armstrong Pavilion also offers aerobics classes in the evenings.

The main gymnasium has four multi-use basketball/volleyball/tennis courts and a jogging track surfaced with a synthetic resilient flooring. Motorized divider curtains and basketball goals facilitate a variety of uses. The pavilion also features a motorized batting cage, a weight room, locker rooms, showers, storage, administrative facilities, and a public lobby.



Armstrong Pavilion is frequently used for after-school intramural programs, enabling students who are not on junior or senior high teams to participate in a variety of sports.

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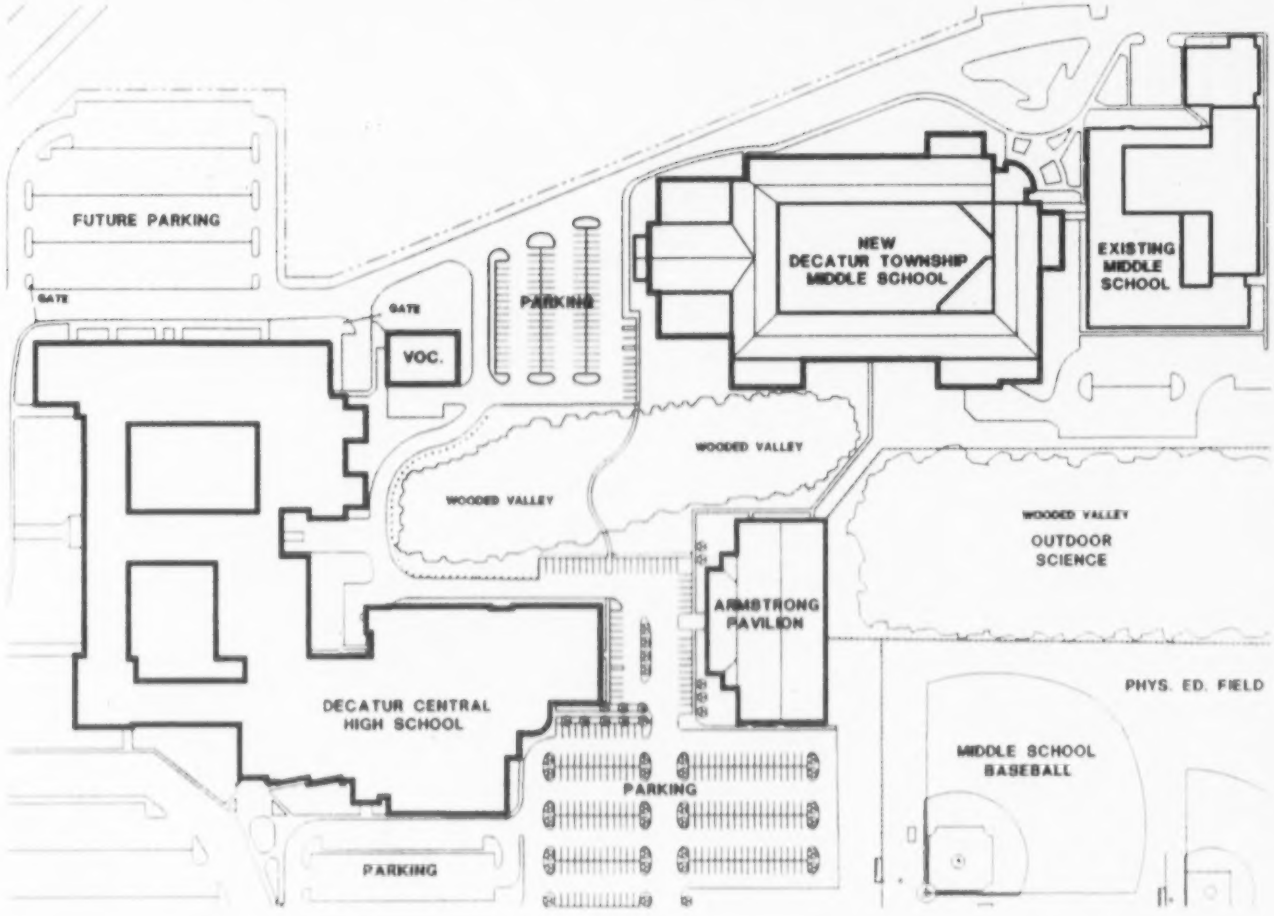
Adults use the pavilion for aerobics, basketball, running, and weightlifting. Owned and operated by the school system, Armstrong Pavilion offers memberships to the community on an annual basis.



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Schools for All Ages

"Education is not a K-12 process. We have preschoolers through seniors in our high school."

–Mason Buckingham, Superintendent, Gaylord Community Schools, Michigan

DAYCARE

ADULT ED

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SCHOOLS FOR ALL AGES

Daycare, Adult Ed, Seniors

Seniors in the Conway, Ohio, area visit Crestview School once a month for lunch. The school is also frequented for bridge tournaments and other social activities.

During winter mornings and evenings, senior citizens visit Crestview School to walk a one-half mile course around the corridors.

Often starting as early as 6:00 a.m., with seniors arriving for indoor walks on wintry mornings and toddlers and preschoolers settling in not long after, schools today are open and busy long before and after the regular class day. Administrators emphasize that schools have become a resource to people of all ages, citing daycare, preschool programs, adult education, and activities for senior citizens as a frequent, extended use of primary and secondary educational facilities.

Activities at Anna Elementary School in Anna, Ohio, range from a Head Start program for preschoolers to computer classes for local senior citizens. "Having senior citizens walking in the halls along with our elementary kids helps with student management—it has a calming effect," says Charles M. Rhyan, superintendent. "But it's more than that–I like to see the interaction between them."

Daycare has become a vital service for students, faculty and administrators, and the community at large. High schools are often able to combine vocational training in early childhood development with offering licensed daycare on school grounds. Many schools offer Head Start and preschool programs on a year-round basis.

Another trend in schools lies in the increased involvement of senior citizens. Activities such as "Grandparents' Day" foster broader family influence in a child's education. Many seniors also find opportunities to volunteer in the schools rewarding–sharing their time and expertise by tutoring, lecturing, leading field trips, and serving as teachers' aides.

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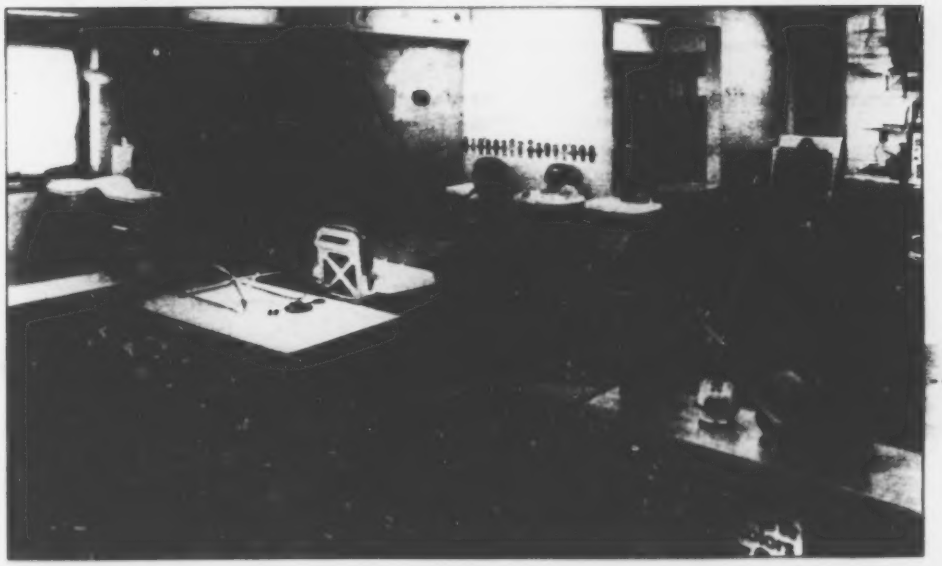

"We have a licensed daycare center in our high school," says Mason Buckingham, superintendent of Gaylord Community Schools in Michigan. "It not only offers a vocational program in childhood development, it keeps young mothers in school."

Senior citizens also visit local schools on a regular basis for activities of their own: bridge, chess, knitting, and dance clubs; computer classes; water aerobics; health screenings; luncheons; workshops; travelogues; and lectures. Large commons areas; cafetoriums and auditerias with food service facilities; easily accessible fitness and weight rooms, pools, and gymnasiums; in-school restaurants; and flexible meeting spaces offer convenient, well-equipped gathering places.

Adult education also continues to rise in the U.S., with enrollment topping (statistic to come) in 1994. New technology, a constantly evolving workplace, and growing requirements by professions and industries to stay current in academic and technical training programs have resulted in a substantial increase in adult education programs throughout the nation. Schools, through appropriately located and equipped classrooms, lecture halls, media centers, and computer labs, provide an ideal setting for such programs. More than ever before, formal education and involvement in community schools has become a lifelong process.

Integrating daycare centers within primary and secondary schools requires consideration of emergency exiting, building fire ratings, access to safe outdoor play areas, and separate drop-off and pick-up areas.

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Retired and Senior Volunteer Program; Gaylord, Michigan

Ralph Evert spends over 400 hours a year working with high school students in Gaylord, Michigan. The 81-year-old great-grandfather, a retired research scientist at Uniroyal, volunteers through Gaylord's Retired And Senior Volunteer Program (RSVP), which offers seniors an opportunity to work with children of all ages in the local schools. Activities include tutoring, presenting special programs, teaching crafts, reading stories, and helping with school events.

For Ralph Evert, volunteering typically means two eight-hour days a week (October through May—"not in golf season," he says), tutoring high school students and lecturing in subjects such as aerodynamics, fiber optics, pneumatics, robotics, and hydraulics. "I spent 30 years at Uniroyal," says Evert, "and during the war I designed fuel systems for B-29s. Volunteering gives me a chance to share my knowledge with the students. Much of the time it's the basics—arithmetic or how things work. I think it's important for the kids to be able to do simple arithmetic without their calculators or computers."

Evert, who has volunteered for the past 13 years as a teacher's aide, tutor, and lecturer, believes working with the students offers many rewards. "They graduate and move on, but they remember me," he says. "They always stop to say hello when I see them on the street. I think I help the students in a very practical way—they may learn trigonometry or physics in class, but I can help them understand why it's important and how it can be applied."

Evert stresses that he continues to learn as well. "Everything in drafting today is CADD (computer-aided design and drafting). I'm learning all about it, and sometimes I'll stay after class and the teacher will give me some help." He adds that he enjoys working with the teachers, who are "very dedicated," and that he often has an opportunity to learn from the students as well. "You can always learn—from anyone—if you keep your ears open. I have a lot to offer the

Over 800 senior citizens participated in Northern Michigan Senior Power Day, held at Gaylord High School.

The commons at the high school provided the setting for a senior art show, featuring a variety of artwork by Northern Michigan artists 60 years of age and older.

"Our students have shoulder-to-shoulder contact with seniors in the schools," says Superintendent Manon Buckingham. Ralph Evert, a retired research scientist, has volunteered in the high school for over 13 years.

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students, and I can learn from them. And with computers, we're learning together."

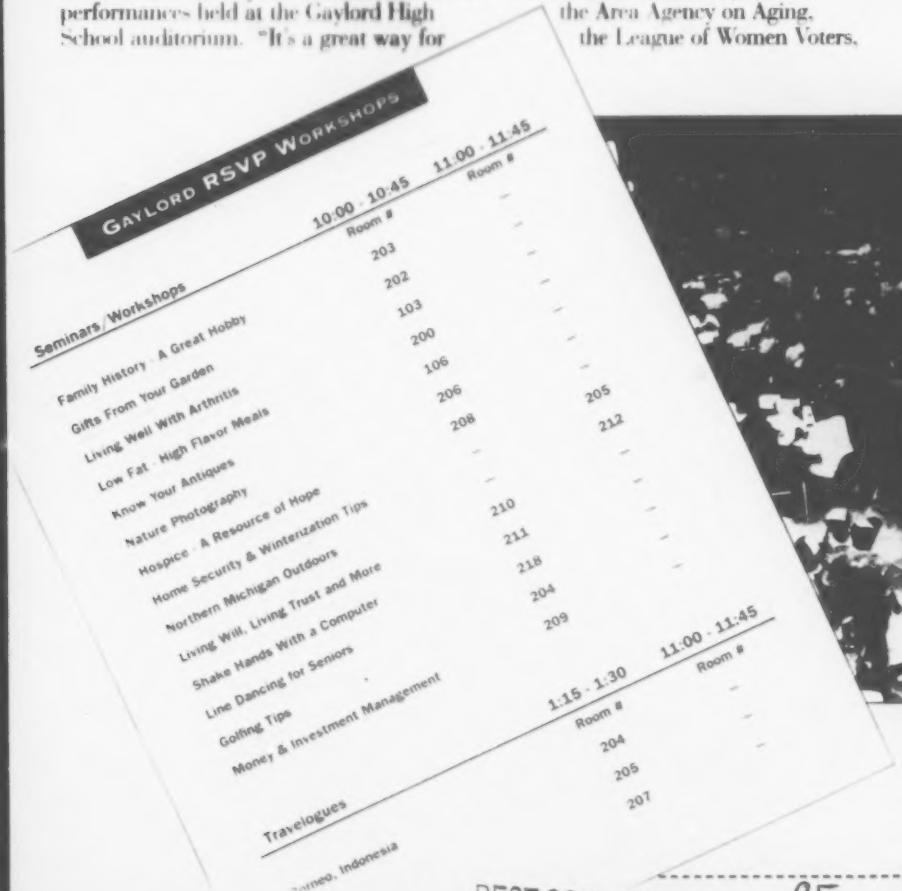
Beyond its SHARE program (Senior Volunteers Helping Area Youth Respond to Education), RSVP members are active in a number of other volunteer efforts, ranging from work in hospitals and nursing homes to counseling low-income residents with budgets and preparing income tax returns. Many of the activities center around the local schools, however, with seniors offering their time for anti-drug puppet shows for preschoolers and literacy instruction for adults. RSVP also provides usher teams for performances held at the Gaylord High School auditorium. "It's a great way for spouses to volunteer together," says Susan Smethurst, director of RSVP in Gaylord.

Many of the efforts focus on the seniors themselves, such as the recent Northern Michigan Senior Power Day, in which RSVP joined forces with United Way, the Area Agency on Aging, the League of Women Voters, the local hospital, the Gaylord Area Council for the Arts, and other area organizations to provide seniors with a full day of educational workshops, displays, and demonstrations. Held at the new Gaylord High School, seniors from 18 counties had an opportunity to meet with local politicians, visit health screening booths, view work by senior artists, learn line dancing, and participate in a host of other activities.

Retired And Senior Volunteer Program

RSVP

Sharing the Experience of a Lifetime



GAYLORD RSVP WORKSHOPS

Seminars/Workshops	10:00 - 10:45 Room #	11:00 - 11:45 Room #
Family History - A Great Hobby	203	–
Gifts From Your Garden	202	–
Living Well With Arthritis	103	–
Low Fat - High Flavor Meals	200	–
Know Your Antiques	106	–
Nature Photography	206	205
Hospice - A Resource of Hope	208	212
Home Security & Winterization Tips	–	–
Northern Michigan Outdoors	–	–
Living Will, Living Trust and More	210	–
Shake Hands With a Computer	211	–
Line Dancing for Seniors	218	–
Golfing Tips	204	–
Money & Investment Management	209	–

Travelogues	1:15 - 1:30 Room #	11:00 - 11:45 Room #
Borneo, Indonesia	204	–
	205	–
	207	–

The regional power day held at Gaylord High School offered seniors a political candidates' forum; town meetings; and a variety of workshops, including antiquing, image consulting, and an introduction to computers.

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8

The Heart of the Community

"When I met with the high school student council last year, just to talk and get an idea of some of their needs, I got what I thought was a unique comment—and then it was supported by every student there. They said, 'This school is our home.'"

—Dr. Thomas J. Beltramo, Superintendent, Hamtramck Public Schools, Michigan

HEALTH

"IT IS UNDERSTOOD THAT OUR SCHOOLS ARE LOOKED TO FOR A REAL VARIETY OF SERVICES—FOOD BANKS, HEALTH SCREENINGS AND CLINICS, DAYCARE THROUGH SENIORS' PROGRAMS—I THINK THE COMMUNITY LOOKS TO THE SCHOOLS TO PROVIDE THAT."

—Dr. Emmett W. Lippe, Superintendent, Novi Community Schools, Michigan

CULTURE

"OUR SCHOOL IS THE CULTURAL CENTER FOR OUR VILLAGE—A MUSEUM, A LIBRARY, AND A PLACE WHERE OUR CHILDREN CAN LEARN ABOUT THEIR HERITAGE."

—Sam Tuvavuk, Assistant Superintendent, Bering Strait School District, Alaska

COMMUNITY

"THE OLDER COMMUNITY LIKES TO HAVE A PLACE TO GET TOGETHER AND TALK THAT IS SAFE. THE SCHOOL IS A SAFE PLACE. SO THEY GATHER AT THE SCHOOL AND CHAT AND HAVE ALL SORTS OF SOCIAL ACTIVITIES."

—Dr. Betty J. Davis, Assistant Superintendent, Curriculum Management, Pontiac School District, Michigan

"I think there is a lot of difference between community expectations for an urban school, a suburban school, and a rural school. I think the cities are going to have a difficult time not dealing with social services. But we are also seeing a conservative swing, with people saying, 'When are our schools going to return their focus to being an educational institution instead of being a social services agency?'"

–Richard A. Ball, Director of Instruction, Pickerington Local School District, Ohio

"This school is our home." When Dr. Thomas J. Beltramo, superintendent of Hamtramck Public Schools in Michigan, first met with the student council of the high school, the teenagers spoke openly of the importance of the school in their lives. "I looked at one of them," he recalls, "and I said 'What do you mean?' and the student said 'I don't have any place to study. I need to be here.'"

"Many of the homes in our district have three or four families living in them," Beltramo explains. "So there is no place for them to study. They come to school to study, to socialize, do everything but sleep because they get their breakfast, lunch, and sometimes their dinner at school. They are never going to have a computer at home—they are never going to have the basic resources we provide. So the school becomes their community."

Throughout the country, the debate flourishes over the role that primary and secondary schools should play in students' lives, including shouldering the burdens of society's most difficult problems—poverty, drug abuse, child abuse and neglect, neighborhood violence, absent parents, and fractured families. Beyond grappling with these devastating threats to the health and safety of children, school systems also face the ongoing challenges of educating a rapidly changing and growing nation. Integrating and accommodating a multi-cultural, multi-lingual society; staying current with technology and ever-burgeoning information resources; and evolving with changing family structures and student needs present an overwhelming agenda to our nation's schools.

Confronted by such challenges—and limited budgets and resources—some school administrators question the extent to which they can embrace community activity in their programs and facilities. Can cafeteria and food service programs routinely prepare and serve breakfast and other meals beyond the regular lunch program? Can nurses' offices and school clinics provide additional healthcare services for residents other than the student population? Should computer labs and technology training areas be accessible to the community?

Each community-focused program carries implications that may require special attention during design. Ultimately, the practical challenges are weighed against the more philosophical: will the many needs and objectives of students balance with the interests and demands of other community members? Is community use responsible, and can it be done effectively?

For many school systems, especially in urban districts or remote rural areas, there is no alternative but to open educational facilities on a broad basis. The expectations and demands of the local neighborhood require access to school facilities for community

programs, recreation, and social services. The goal then becomes harnessing community interest and channeling it into stronger advocacy for the schools themselves.

In other regions, school administrators find themselves actively soliciting community use and involvement in an effort to generate increased support for the schools. By making facilities and programs accessible and encouraging creative partnerships with community organizations—ranging from local businesses and industry to neighborhood parks and recreation groups—administrators find that they can stretch budgets and often increase resources, thereby broadening opportunities for students.

Over time, many schools truly become the heart of their community. The expectations of the local population are understood and welcomed, and the school is well served by strong community input, involvement, and use. Here, communities and schools strive to work cooperatively—energetically supportive of common objectives, sharing and embracing what each has to offer. Each genuinely needs and benefits from the other.

There appears to be no single socioeconomic or geographic characteristic that consistently explains this unique balance when it occurs—the interdependent relationship that evolves as communities and schools reach out toward each other; students and community members play or perform side by side; businesses and student groups share resources and technology; kindergartners befriend senior citizens; and families and neighbors gather in fellowship, celebration, and common purpose.

If there is one aspect upon which school administrators appear to agree in reflecting upon the challenges and opportunities of community use, it is this: the greatest reward lies in seeing students working, learning, playing, competing, performing, or just talking with others from the community who care enough to share their talents and time, or even just a word or two of inspiration or encouragement.

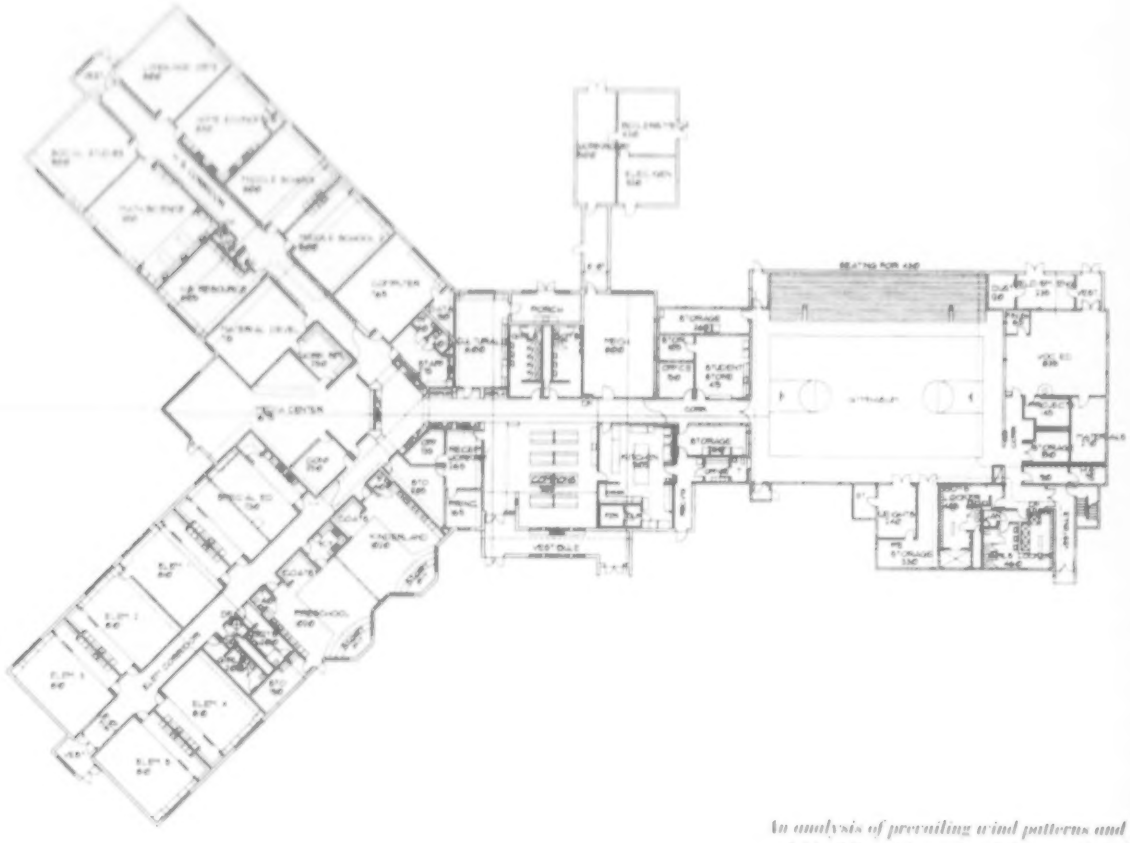
Many school systems today offer expanded food service operations, including student breakfast programs and meals for senior citizens.

GAMBELL SCHOOL; GAMBELL, ALASKA

The village of Gambell, Alaska, lies on the northwestern tip of St. Lawrence Island in the Bering Sea—just over 35 miles from the Russian Far East. Here, the rich heritage of the Siberian Yupik Eskimos is carefully passed on from the elders to the children of the remote village, preserving the ancient traditions of hunting, fishing, carving, basic survival, and protection of the environment.

Gambell's new K–12 school is a vital resource to this community of 600, serving as a cultural center, social center, museum, village library, recreation center, and meeting place. Most importantly, it houses the village's well-developed educational program in Yupik culture—a program that brings village elders and local experts together with the students to teach Eskimo ways of hunting, crafts, and a variety of native skills.

"Local community resource people provide instruction to our students in Yupik traditions," says Sam Towarak, assistant superintendent of the Bering Strait School District. "It is essentially a vocational program. The children are taught how to skin a walrus, make drums or boats from seals, and make carvings of whalebone and ivory."*



The school offers the largest meeting space for the town, hosting dances, potluck suppers, and meetings. Tourists and community members can easily access the media center/display area during the day, without entering academic areas.

An analysis of prevailing wind patterns and careful building siting reduced the potential of main entryways being blocked by snowdrifts.

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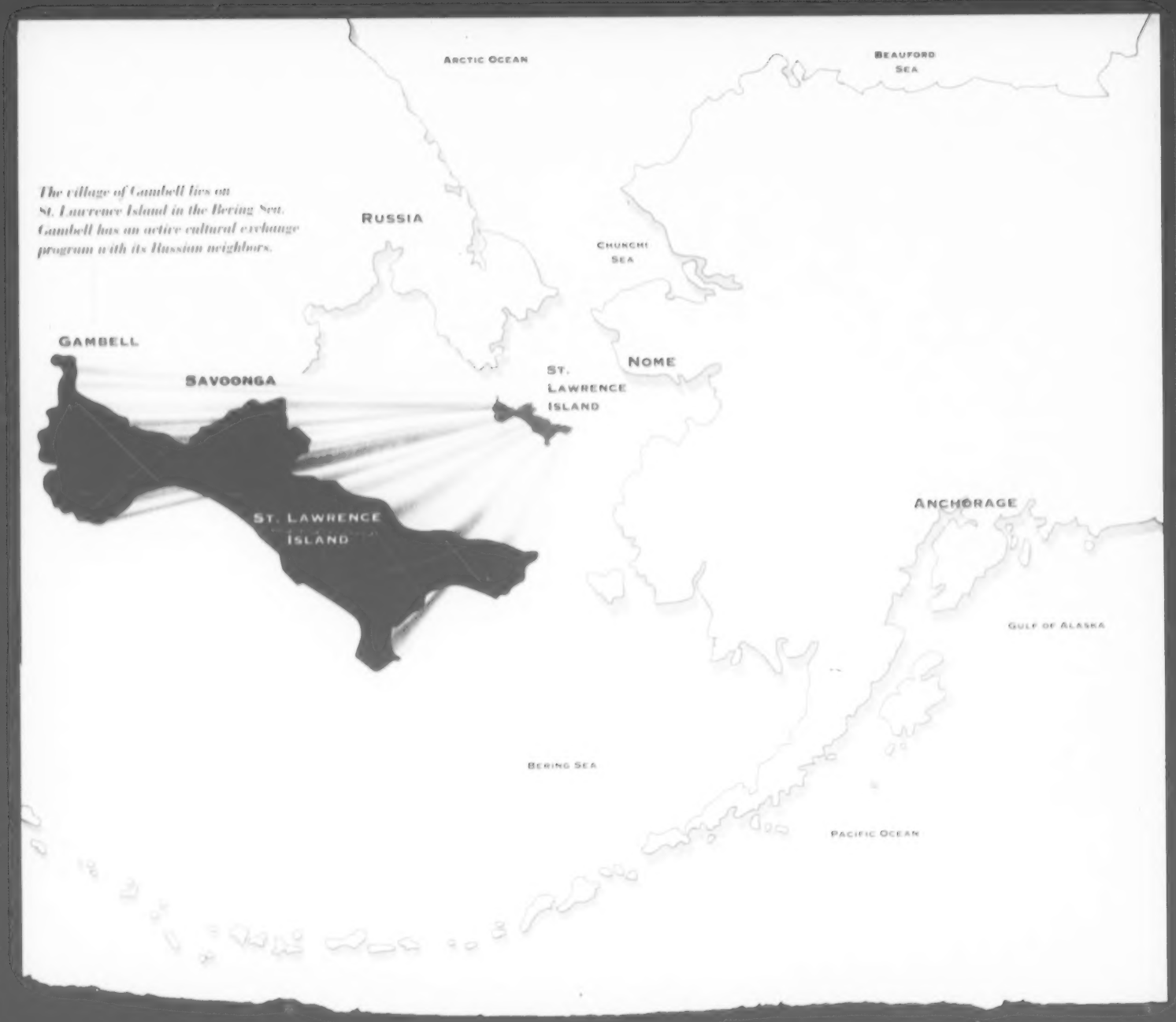
* For subsistence purposes, Alaskan natives are exempt from provisions of the Marine Mammal Protection Act limiting the harvesting of marine mammals.



The village of Gambell lies on St. Lawrence Island in the Bering Sea. Gambell has an active cultural exchange program with its Russian neighbors.

GAMBELL SCHOOL; GAMBELL, ALASKA

The school's media center not only serves as the public library, it is the village cultural center and museum as well—housing exhibits and display cases filled with skins, ivory, old tools and other artifacts, and ancient clothing. A local artist and tribal coordinator, who also serves on the school board, oversees the development of the exhibits. The center is located away from the classrooms and can be freely accessed by the public during the day. A cultural workroom, adjacent to the media center, houses the efforts of two full-time employees from the village who are responsible for Yupik material development—translating texts and documenting local history.

Other aspects of Yupik culture still cherished by the Gambell villagers include the festive native dances. The cafeteria/commons space was sized to accommodate the circular ceremonial dances, and the gym hosts larger celebrations. "The village hosts many Eskimo dances," says Towarak. "Our gym is used for a lot of community activities, including the dances. We've set up an area for cooking and storing traditional Eskimo food." Sample fare may include

Display cases near the school's media center hold Siberian Yupik crafts and artifacts, such as carvings from walrus tusks and whalebones. The Anchorage Museum assisted in the development of the display space, which also houses traveling exhibits and historical displays developed by the students. Native culture is taught in every classroom and integrated throughout the building.

Seal meat is a primary source of food for the Eskimos. A "cultural punch" at Gambell School, equipped with a freezer and meat saw, allows students to view the butchering of seals and walruses by local hunters.

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GAMBELL SCHOOL; GAMBELL, ALASKA

Teachers' aides, usually Siberian Yupik natives, are "the soul of the school," says construction manager Jim Shepherd. The aides now have separate workstations and a place for small group instruction.

Many students arrive to school on all-terrain vehicles or "four-wheelers." In heavy snow, the villagers use snow machines.

Gambell teachers and villagers requested that every surface in the school be a "teaching surface." Surfaces for walls and cabinetry accommodate visuals hung with tape and tacks.

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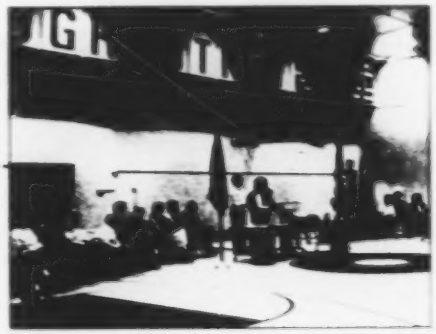
Towarak says all of the villagers are encouraged to use the school, although the operating budget is limited due to utility costs. "Our gym is used in the evenings for all sorts of recreation programs," he says. "We have basketball, volleyball, roller skating, and weightlifting. We encourage parents to come in and be involved. They are also invited to come to school and have lunch with their children once a month."

The school is also used regularly by agencies such as the Bureau of Land Management, which holds its community meetings there. Because there is no hotel on the island, many groups—such as the National Guard while on military maneuver excursions—use the school as a camp, sleeping on mats or cots. A second-floor apartment accommodates special education teachers, psychologists, and others who visit the school on an occasional basis.

Many of the K-12 schools in remote regions of Alaska—including Gambell—serve as the local community college as well. Gambell students are linked to the University of Alaska via ARCS—the Alaska Rural Communications System—accessed through a remote delivery system with a satellite dish.

"Community use really helps with increasing support for our facilities," says Towarak. "Our curriculum is based on community sharing and involvement." Shepherd adds that bringing the village elders back into the schools reflects a "strong movement in Alaska to hold onto the native culture—a sense of family, and a spiritual connection to the land and the environment."



Ceremonies and other large gatherings are often held in the gym.

"IN MOST COMMUNITIES IN BUSH ALASKA, SCHOOLS ARE THE ONLY PUBLIC FACILITY. A SCHOOL MAY BE THE ONLY LOCATION WITH AN ELECTRIC GENERATOR, SHOWERS WITH HOT WATER, SEWER FACILITIES, LAUNDRY FACILITIES...IT PROVIDES THE ONLY LIBRARY, GYM, OR MEETING PLACE. BUT THE SCHOOL REALLY BECOMES MUCH MORE THAN THAT. IT HELPS PRESERVE THE CULTURE AND RESTORE NATIVE PRIDE. THE VILLAGERS START TO SEE THE BUILDING GOING UP AND THEY KNOW THEIR DREAM IS BEING REALIZED. IT CHANGES THEIR COMMUNITY IN A VERY DYNAMIC WAY. IT GIVES THEM HOPE."

–Jim Shepherd, J.H. Shepherd Construction Management, Inc.

APPENDICES

Site Features
Clear and direct traffic circulation
Safe bus circulation
Clear traffic signage
Adequate event and after-hour parking
Fencing for non-public areas: outside storage, mechanical equipment, electrical equipment, etc.
Playgrounds and field requirements:
- *Vehicular and pedestrian access*
- *Adequate parking near destination*
- *Benches*
- *Drinking fountains*
- *Bleachers*
- *Scoreboards*
- *Lighting*
- *Play/athletic equipment as needed by school and community*
- *Surveillance/visibility during and after hours*

Handicap access both to building and public outdoor spaces

Exterior Materials
Durable due to unsupervised after-school activity
Appearance and quality must represent community values

Doors and Windows
Building access:
- *Exterior and interior entrances designed to clearly identify public access*
- *Doors sized and located to meet functional requirements (surges, circulation, cuing, etc.)*

Abuse-resistant doors in public areas:
- *Continuous gear hinges*
- *FRP (fiberglass reinforced polyester) panel surfaces for extra durability*
- *Heavy gauge doors and frames*

Window selection and design:
- *Ample natural light; light controlled in areas such as performance spaces, A-V areas, and computer labs*
- *Located for proper visual surveillance (entrances, parking lots, bus lots, interior spaces)*
- *Adequate security (access to computer rooms and other technology spaces)*
- *Visibility to enhance public awareness and support: windows into media center, high-tech areas, labs, etc. This also can be a security issue.*
- *General appearance carries appropriate message ("open" public area or "closed" secure area)*
- *Materials selection: appropriate use of aluminum, wood, color, operation, integral blinds, tinting, reflective coating, security glazing, etc.*

Finishes
Floors
- *Durable materials such as terrazzo, quarry tile, terrazzo tile, ceramic tile, and porcelain tile in high traffic/abuse areas (entries, main corridors, lobbies, commons, locker rooms, kitchens, restrooms)*
- *Athletic flooring suitable for school and community use (options include resilient tile, synthetic flooring, direct-fastened wood, "floating" wood floors)*
- *Carpet in community use areas*
  - *Enhances comfort and reduces noise*
  - *Loop pile tends to resist crushing*
  - *Durable backing a must*
  - *Stain resistant fibers are available*
  - *Dark multi-color patterns conceal soiling*
  - *Stain removal and maintenance training is important*
  - *Special carpet is available for gymnasiums*
  - *Special carpet is available for cafeterias*
  - *Key public areas benefit from carpeting: media center, offices, auditorium, auditeria, community rooms, meeting and conference rooms, etc.*

Wall Materials
- *Durable materials such as concrete block or tile in high traffic/abuse areas (corridors, cafeteria, lobbies, gymnasium, locker rooms, kitchens, restrooms)*
- *Fiber reinforced gypsum wallboard can be used in lower traffic/abuse areas that are directly supervised (inside classrooms or offices)*
- *Plaster veneers enhance wall hardness where budget allows*
- *Special coatings can add durability and soil hiding capacity where needed (gloss enamels, high-build enamels, epoxies, polychromatic paint systems, etc.)*
- *Tackable acoustical wall treatments provide for public display of student work while controlling noise*

- *Vinyl-coated fabric wallcoverings enhance the appearance of some public areas and improve durability if heavy enough (supervised areas only)*

Ceilings
- *Higher ceilings are subject to less abuse in public spaces*
- *Hold-down clips on ceiling panels help resist abuse*
- *Impact-resistant materials are appropriate in some public spaces (wood fiber panels, "rock-face" panels, perforated metal panels, etc.)*
- *Acoustical performance of materials often critical (cafeteria, auditorium, commons, office, gymnasium, etc.)*

Equipment

Good signage is critical for community use (size, color, design, ADA compliance, location)

Cross-corridor gates can provide security (must comply with codes regarding dead-end corridors)

Operable walls can subdivide a large public space for multiple smaller activities

Restrooms must accommodate students as well as public (numbers of fixtures, proposed ADA guidelines for children verses adults, fixture heights, types of accessories, etc.)

Extra kitchen equipment may be needed for special events or community groups

Athletic equipment must serve students and the public
- *Court sizes may be affected*
- *Adjustable height backstops can accommodate various age groups*
- *Competitive volleyball in a gymnasium requires a higher ceiling*
- *Bleachers must be properly designed (24" depth preferred; portables may add flexibility)*
- *Public use of locker rooms affects locker selection and layout*
- *Swimming pool equipment and design must accommodate students, competitive use, families, senior citizens, disabled, etc.*

Built-in cabinets may be affected by community use
- *Countertop heights*
- *Locks*

Special storage needs for community groups

Some display cases should be located for public viewing of student work, school displays, trophies, etc.

Consider locating elevators to allow appropriate public use

Furnishings
- *Easy to move and store to allow multiple uses of spaces*
- *Adjustable heights allow for a variety of age groups*
- *Durable and abuse-resistant materials*
- *Fabrics should mask soil in color and pattern*

Plumbing, HVAC, and Electrical Considerations

Number of people attending community events has a direct impact on:
- *Restroom sizes and locations*
- *Water consumption for some activities*
- *Size of heating and cooling equipment*
- *Ventilation requirements*
- *Electrical power use*

Locker rooms for public will impact water heating requirements

Sprinkler systems may be required under some conditions

Zoning of building heating and cooling
- *Allows use of certain areas after hours or on weekends while conserving energy elsewhere*
- *May require several smaller pieces of equipment rather than one single central plant*
- *Controls can be selected that enhance flexibility (partial or complete digital control)*

Lighting and electrical
- *Site lighting enhances safety for evening activities*
- *Special public spaces require special lighting (gym, cafeteria, auditorium, pool, etc.)*
- *Multipurpose spaces often require multiple lighting systems and lighting levels*
- *Electrical power for special equipment must be considered (portable PA systems, video monitors, lighting equipment, projectors, demonstration areas, etc.)*
- *Sound systems, building PA systems, video distribution systems, data network systems, and phone systems must all be planned with public use anticipated*

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MUNCIE COMMUNITY SCHOOLS
SERVICE CENTER
1491 West Kilgore Avenue
Muncie, IN 47304

PERMIT FOR USE OF SCHOOL FACILITY

Name of Organization _____ Building Desired _____

Specific Rooms Requested _____ Intended Use _____

Event:
Date _____ Day of Week _____ Hours _____ Building Open at _____
Rehearsal:
Date _____ Day of Week _____ Hours _____ Building Open at _____

Attendance Expected _____ Admission Charge Will Be _____

Refreshments will be served ____ yes ____ no (If yes, increase custodial charge 50%.)

Facilities or Personnel Desired: (Rates include fixed charges and fringe benefits)

____ Auditorium Mgr ($27/hr.)
____ Stage Hands ($5.00/hr.)
____ Gym Supervisor ($8.50/hr.)
____ Kitchen Supervisor ($18/hr.)
____ Security Guard ($12.80/hr.)
____ Special Equipment (itemize)
_____
_____

____ Custodian ($25/hr.)
(Provides Basic Access Only – Labor NOT included)
____ Pool Supervisor ($8.50/hr.)
____ Life Guards ($5.00/hr.)
____ Community Ed. Coord. ($9.50/hr.)
____ Stage Equipment (itemize)
_____
_____

ALL MUNCIE COMMUNITY SCHOOLS FACILITIES PROVIDE A **SMOKE FREE** ENVIRONMENT

I HAVE READ AND FULLY UNDERSTAND THE RULES AND REGULATIONS OF THE BOARD OF SCHOOL TRUSTEES GOVERNING THE USE OF THESE FACILITIES AS LISTED ON THE ACCOMPANYING PAGES. WE AGREE TO THE STRICT OBSERVANCE OF THESE RULES AND REGULATIONS, AND TO BE RESPONSIBLE FOR ANY DAMAGE TO SCHOOL PROPERTY DUE TO SUCH OCCUPANCY.

Signature _____ Title _____ Date _____

Printed Name _____ Telephone _____

Address _____ City/State _____ Zip _____

DO NOT WRITE BELOW THIS LINE

$ _____ Fee (To be paid at the Service Center at least three (3) working days prior to the event. Make check payable to Muncie Community Schools.)

APPLICATION APPROVED IN ACCORDANCE WITH THE RULES AND REGULATIONS OF THE BOARD OF SCHOOL TRUSTEES.

Liability Insurance Required _____ yes) . . . . . Certificate of Insurance must be presented to MCS Service
_____ no) Center at least 3 working days prior to event.

_____ _____

Building Administrator Date Rental Administrator Date

Copies:
_____ Applicant
_____ Building
_____ Custodian
_____ Service Center

Fee paid _____
Insurance on file _____

(Revised 6/94)

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FACILITIES FEE ASSESSMENTS

School Affiliated Groups

Includes, but is not limited to, school related activities, recreation and intramural programs, school recognized clubs, parent organizations, professional education organizations, non-certified employee organizations, scout groups sponsored by school parent organizations, etc.

A. There shall be no assessment of Rental Charges.

B. Custodian services will be provided without charge during regular working hours, as long as extra work is not required. Other custodial labor costs will be billed to the sponsoring group for each hour or fractional part thereof at the overtime rate. Regularly scheduled Muncie Community Schools athletic games and practices and Muncie Community Schools Adult Education, Community Education and Recreation will not be billed for overtime work.

Non-School Affiliated Groups

Including, but not limited to, civic, governmental, neighborhood and social organizations, colleges and universities, YMCA, YWCA, churches, non-public schools, 4H, AAU, etc.

A. Rental Charges and/or custodial fees may be charged.

B. Custodial services will be provided without charge during regular working hours as long as extra work is not required. Other custodial labor costs will be billed to the sponsoring group for each hour or fractional part thereof at the overtime rate.

Out of Town and Commercial Organizations

A. Rental Charges and Custodial Fees will be charged.

RENTAL FEE SCHEDULE

BUILDING	BASE HOUR RATE	OUT OF TOWN OR COMMERCIAL (for profit)
Muncie Field House	$ 200/hr	$ 300/hr
High School Auditoriums	50	100
High School Gymnasiums	25	50
Middle School Gymnasiums	20	40
Elementary Gymnasiums	15	30
High School Pools	35	70
Student Centers	50	100
General Classroom	15	30
Cafeterias	35	70
Ball Rec. Track & Field	100	200
Other Athletic Fields	10	20

NOTE: CONCERTS OR OTHER PROFIT OR MONEY MAKING EVENTS WILL PAY RENTAL FEE PLUS 15% OF GATE PROCEEDS.

FACILITIES FEE ASSESSMENTS

The Muncie Community Schools Board of School Trustees is interested in the positive utilization of school facilities for the health and enjoyment of all who participate. The Muncie Community Schools does want the community to use facilities; however, school authorities must also be concerned about the care of school property and about the types of activities which are carried on in the school right. In order to offer this service to the community it is necessary to have rental fees which cover the cost for the use of the facility.

1. All applications for the use of school facilities shall be made to the MCS Service Center as a representative of the Board of School Trustees.

2. Rental of buildings shall not be made nor use of building be permitted which will interfere with the regular school program, extra-curricular programs, or extended day programs.

3. The Board of School Trustees reserves the right to reject any application for the use of school buildings and grounds.

4. The Board of School Trustees shall reserve the right to cancel the use of any school property at any time. When a school is closed for any reason, the rental is automatically canceled. The Muncie Community Schools is not liable for any damages, direct or consequential, if the facilities agreed upon are not made available.

5. The insurance carried by the Muncie Community Schools does not protect the applicant from damages or lawsuits that might be levied against them.

6. The Board of School Trustees and its employees shall not be responsible for damage to or loss of property upon school premises sustained by the applicant/participant in a program or patron of any program held on school property.

7. The Board of School Trustees reserves the right to make special arrangements for the use of school facilities by other governmental agencies. The regular fee schedule may be altered to accommodate such an agency.

8. Rental and all other fees are to be paid at the MCS Service Center preferably by check made out to Muncie Community Schools. Payment is to be made no later than 72 hours PRIOR to the event

9. A school custodian and/or other appointed representatives of the school must be on the premises at all times. School representatives will not collect any fees.

10. The use of the building will be strictly confined to areas designated or included in the permit. The applicant and his/her organization will be held responsible for the compliance of these rules by all persons participating in or pertaining to the activity. In case of doubt, the school custodian or other representative of the school system on duty shall have immediate authority in any matter covering the use of the building. Failure to comply to these rules and regulations will be sufficient reason to cancel future privileges for use of school facilities.

11. There shall be no violation of the State Fire Marshal's "NO SMOKING" rule. Only fire resistant decorations can be used with no open candles.

12. The individual or organization using the building shall be responsible for the care of school proper and for conduct of participants and spectators. The use of obscene, or profane language, liquor or drugs, shall be prohibited on the school premises. Firearms and animals are also prohibited in the school facilities.

13. If the nature of the event demands special security (police-firemen), any expense involved is the obligation of the renting organization. The Muncie Community Schools reserves the right to require that police protection be provided.

14. No furniture or equipment (including pianos, stage equipment, audio-visual equipment, tables or chairs) shall be used or moved without expressed approval on the permit or consent of the school principal.

15. The use of special equipment such as stage lighting, scenery, curtains, picture projectors, public address systems, bleachers, etc., shall be permitted only when operated by school employees or other persons authorized by school officials. A fee may be charged for use of special equipment.

16. No signs, displays or materials may be attached to or nailed against the walls, window glass, woodwork, draperies, blinds, stage curtains, grounds, drives, etc., without expressed approval on the permit or consent of the school principal.

17. All concession rights are reserved for the school corporation unless otherwise stipulated.

18. When school kitchens are used, the cafeteria manager or designee must be present and shall have general supervision of all kitchen equipment.

19 The applicant may not sublet the premises during his period of rental.

20. Cancellation of any scheduled event must take place far enough in advance of the event for the school office to notify all concerned personnel of such cancellation. Otherwise the applicant will be billed for one hour of work for the assigned school supervisors.

21. Electrical wiring is not permitted without the specific approval of the Business Office. Wiring will be installed by school electricians only.

22. The applicant will assume all liability and damages which may arise while using the school facility.

23. The closing time listed on the rental application is the time for leaving the building (e.g., rental time 7:00-9:00 P.M.: the group must be out of the building at 9:00 P.M.). The necessary time for dressing or showers must be compensated for so that all are out of the building at the designated time. Failure to observe the established time limits will increase the rental costs.

24. Swimming pool rentals will require one (1) certified lifeguard for each twenty (20) swimmers.

25. Failure to observe these rules will result in suspension of the use privilege.

Community Use of Schools

Photography

The majority of professional photography that appears in this book was taken by David Emery Photography of Columbus, Ohio.

Additional credits are as follows:

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Northview High School auditorium - pages 63 and 67: Artog

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Gambell School - page 109: Jim Shepherd

Little boy at display case - page 110: Jim Shepherd

Carved walruses - page 110: J.R. Raybourn

Hunters and children - page 111: J.R. Raybourn

Aerial of Gambell - page 111: Dave Thacker

Gambell School interiors, four wheelers - page 112: Jim Shepherd

Gym - page 113: Jim Shepherd

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Associated Architects

Cornwall Central School District: Central Valley, New York: SBLM Architects, P.C., New York

Ocean Lakes High School: Virginia Beach, Virginia: the TAF Group (formerly Walsh/Ashe Associates); Virginia Beach

Gambell School: Gambell, Alaska: USKH and Koonce, Pfeffer Architects—both of Anchorage, Alaska. Heery International served as program manager, and Neeser Construction, also of Anchorage, as general contractor.

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Board of Directors and Principals

Seated, from left
Michael E. Hall, AIA; Randall H. Fanning, AIA, PE
Chris E. Howey, AIA; Raymond F. Mancuso, AIA

Standing, from left
James K. Perkins, ASLA; Daniel B. Meeker, AIA
Randall L. Springer, AIA; Carl J. Bruckner, AIA
Gary L. Rolfes; Thomas J. Dammeyer, AIA
John F. Swindell, AIA; Douglas M. Backstrom, AIA
not pictured: William F. Purvis, AIA

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